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AUTHOR Moye, Michael D.; And Others

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ABSTRACT

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local postsecondary instructor can extract a cosmetology curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of cosmetology, employability skills that are necessary in the field, student exit points, and tasks performed by cosmetologists. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

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Post Secondary

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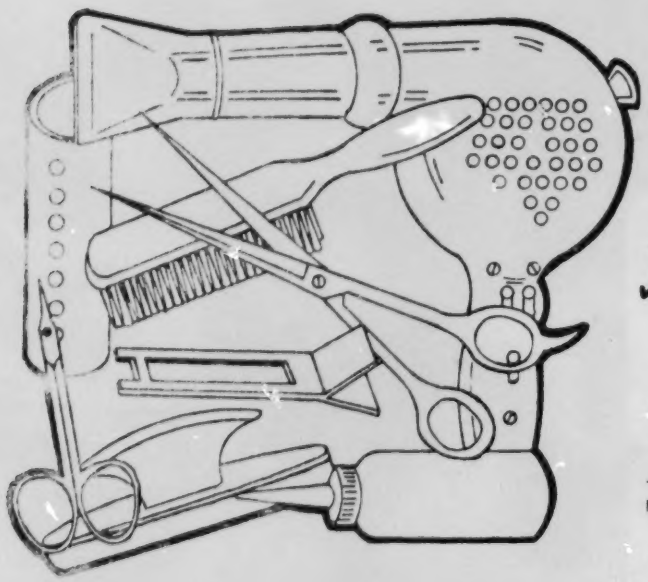

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CURRICULUM GUIDE

Georgia Department of Education

COSMETOLOGY

Developed Under Contractual Agreement with

Division of Program Development
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Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

COSMETOLOGY

Developed By

The University of Georgia

Under the Direction of

Dr. Paul Scott

Vocational Education Materials Center

Division of Vocational Education

College of Education

Dr. George L. O'Kelley, Jr.

Division Chairman

COSMETOLOGY

Michael D. Moye, Cosmetology Series Editor

DEVELOPERS

Michael D. Moye.....Principal Developer

Delores Crosby.....Technical Editor

Charles C. Connor, Jr.....Project I Coordinator

CONTRIBUTORS

C. Paul Scott.....Writer, Special Needs

Raymond H. Butler.....Writer, Special Needs

Rhonda Hefner Packer.....Editor/Writer

Bruce Simpson.....Editor/Writer

GRAPHICS

Deborah Moates.....Graphic Technician

TYPISTS

Teresa Whitehead.....Project Secretary

Lynn Carey, Helen Plymale, Gay Weaver.....Typists

REVIEW PANEL

Annie Anderson.....Savannah Vo-Tech

Delores Crosby.....North Georgia Vo-Tech

Leon Duke.....Atlanta Vo-Tech

Betty Sue Lee.....Upson Vo-Tech

Beverly Little.....Walker Vo-Tech

Carol Martin.....Upson Vo-Tech

Linda Rice.....Athens Vo-Tech

Linda Smith.....Athens Vo-Tech

Madelyn William.....Savannah Vo-Tech

Division of Vocational Education
College of Education
University of Georgia, Athens, Ga.

POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

Dr. G. L. O'Kelley, Jr.; Chairman
Division of Vocational Education
628 Aderhold Hall
University of Georgia
Athens, Georgia 30602

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SECTION I

PHILOSOPHY & GOALS

VOCATIONAL EDUCATION IN GEORGIA

A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

A. PURPOSE

The purpose of secondary vocational education is to provide training opportunities to middle school students which are of sufficient variety and quality to enable them to make wise career choices, and at the high school level to become familiar with one or more occupations of interest and to specialize in a given occupation to the extent needed to acquire entry-level job skills and knowledge, or to enter more specialized training at the postsecondary level.

B. OBJECTIVES

1. At the middle school level, to provide exploratory PECE and Industrial Arts programs.

2. At the high school level, to provide:
   a. Exploratory and prevocational Industrial Arts programs.
   b. Prevocational programs in occupational clusters for entry into specialized programs in the 11th and 12th grades, or at the postsecondary level.
   c. Training in a single occupational skill of sufficient depth to gain entry-level employability, or the option to continue specialized training at the postsecondary level.
   d. Competency-based programs of occupational preparation which enable students to advance as far as possible through a planned sequence of courses leading to an occupational objective of greatest interest to the student.
   e. Opportunities and activities for students to develop and improve affective skills needed for employment.
   f. Vocational guidance, counseling, remedial and supportive programs and services needed by students to select and complete a program of vocational education.
   g. Ancillary and supportive services necessary to ensure that all students have access to training opportunities regardless of race, sex, national origin, disadvantagement or handicap.
   h. Opportunities for students to obtain or improve Home Economics and Consumer Education skills.
   i. Vocational education programs such that 50% of those individuals who complete or leave a program of occupational preparation, and are available for employment, find employment in the field for which trained, or in a related field.

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND GOALS FOR VOCATIONAL EDUCATION

SECTION II

PURPOSE & OBJECTIVES

PURPOSE OF GUIDE

The purpose is defined in terms of the functional needs of each of the identified classes of users in the secondary and post secondary systems.

(a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees,
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

(b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

(c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Carrer Options),
3. Serve as guide for admissions and job placement,
4. Correlate with the new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

This guide will serve as an ideal communication device between school personnel and the craft advisory committee. By personally reviewing the guide with the local craft advisory committee the teacher will be able to maintain the accuracy of the guide in terms of the local job market and will also be able to inform representatives of local industry regarding the content of the program itself.

COSMETOLOGY PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills in Cosmetology in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following curriculum exit points.

Receptionist	(D.O.T. Code 237.271-010)
Cosmetologist	(D.O.T. Code 332.271-010)
Shampoo Technician	
Manicurist	
Esthetician	
Dispensary Clerk	
Wig Stylist	

SECTION III

D. O. T. DESCRIPTION, EXIT POINTS, TASKS

DESCRIPTION OF OCCUPATIONAL FIELD

The primary purpose of this section is to provide a general orientation to the occupational field. This orientation may be used by counseling and guidance staff in helping students to select subject areas. It may also be used by instructors for new students just entering the program area. The description delimits the scope of the occupational field in terms of the range of activities involved in a series of occupations. It contains information about career potential within the occupational field, including job market conditions and trends.

The description identifies prerequisite skills and knowledge for those students interested in entering the occupational field. In addition, the Description of Occupational Exit Points are provided to aide the instructor in identifying possible jobs for early leavers. A listing of employability skills is also included in this section.

*Cosmetology

Nature of the Work

Hair has been a center of attention since people first began to care about their appearance. Throughout history a great deal of effort has gone into acquiring a fashionable hairstyle or a perfectly trimmed beard. Although styles change from year to year, the cosmetologist's task remains the same--to help people look attractive.

Cosmetologists, who also are called beauty operators, hairstylists, or beauticians, shampoo, cut, and style hair, and advise patrons on how to care for their hair. Frequently they straighten or permanent wave a patron's hair to keep the style in shape. Cosmetologists may also lighten or darken the color of the hair. Cosmetologists may give manicures, scalp and facial treatments; provide makeup analysis for women; and clean and style wigs and hairpieces.

Most cosmetologists make appointments and keep records of hair color formulas and permanent waves used by their regular patrons. They also keep their work area clean and sanitize their hairdressing implements. Those who operate their own salons also have managerial duties which include hiring and supervising workers, keeping records, and ordering supplies.

Working Conditions

Cosmetologists generally work in clean, pleasant surroundings, with good lighting and ventilation. They must be on their feet for hours at a time, and work with their hands at shoulder level. Many full-time cosmetologists work more than 40 hours a

week, including evenings and Saturdays when beauty salons are busiest. About one-quarter of all cosmetologists work part time, usually during these busy hours.

Places of Employment

Most of the more than 542,000 cosmetologists employed in 1978 worked in beauty salons. Some worked in "unisex" shops, barber-styling shops, or department stores, and a few were employed by hospitals and hotels. About one-third operated their own businesses.

All cities and towns have beauty salons, but employment is concentrated in the most populous cities and States. Those cosmetologists who set fashion trends with their hairstyles usually work in New York City, Los Angeles, and other centers of fashion and performing arts.

Training, Other Qualifications, and Advancement

Although all States require cosmetologists to be licensed, the qualifications necessary to obtain a license vary. Generally, a person must have graduated from a State-approved cosmetology school, pass a physical examination, and be at least 16 years old. In addition, States have varying education requirements--some have no requirements, while others require graduation from high school. In some States completion of an apprentice training program can substitute for graduation from a cosmetology school, but very few cosmetologists learn their skills in this way.

Cosmetology instruction is offered in both public and private vocational schools, in either daytime or evening classes.

A daytime course usually takes 6 months to 1 year to complete; an evening course takes longer. Many public school programs include the academic subjects needed for a high school diploma and last 2 to 3 years. An apprenticeship program usually lasts 1 or 2 years.

Both public and private programs include classroom study, demonstrations, and practical work. Most schools provide students with the necessary hair dressing implements, such as manicure implements, combs, scissors, razors, and hair rollers, and include their cost in the tuition fee. Sometimes students must purchase their own. Beginning students work on manikins or on each other. Once they have gained some experience, students practice on patrons in school "clinics."

After graduating from a cosmetology program, students take the State licensing examination. The examination consists of a written test and a practical test in which applicants demonstrate their ability to provide the required services. In some States, an oral examination is included and the applicant is asked to explain the procedures he or she is following while taking the practical test. In some States, a separate examination is given for persons who want only a manicurist's license. Some States have reciprocity agreements that allow a cosmetologist licensed in one State to work in another without reexamination.

Persons who want to become cosmetologists must have finger dexterity and a sense of form and artistry. They should enjoy dealing with the public and be willing and able to follow patrons'

instructions. Because hairstyles are constantly changing, cosmetologists must keep abreast of the latest fashions and beauty techniques. Business skills are important for those who plan to operate their own salons.

Many schools help their students find jobs. During their first months on the job, new cosmetologists are given relatively simple tasks, such as giving manicures or shampoos, or are assigned to perform the simpler hairstyling patrons. Once they have demonstrated their skills, they are gradually permitted to perform the more complicated tasks such as hair coloring and permanent waving.

Advancement usually is in the form of higher earnings as cosmetologists gain experience and build a steady clientele, but many manage large salons or open their own after several years of experience. Some teach in cosmetology schools or use their knowledge and skill to demonstrate cosmetics in department stores. A few work as examiners for State cosmetology boards.

Employment Outlook

Employment of cosmetologists is expected to grow about as fast as the average for all occupations through the 1980's as the population increases and the number of working women rises. The trend to hairstyling for men also creates a demand for these workers because many men go to unisex shops or beauty salons for styling services. In addition to openings due to growth in the demand for cosmetologists, thousands of cosmetologists will be needed each year to replace those who die, retire, or leave the occupation.

Despite rising demand, jobseekers may face keen competition for the position of their choice. If current trends continue, trained cosmetologists will outnumber job openings by almost 2 to 1. However, numerous openings should be available for part-time work.

Sources of Additional Information

A list of approved training schools and licensing requirements can be obtained from State boards of cosmetology or from: Cosmetology Accrediting Commission, 1735 K St., NW., Suite 1108, Washington, D.C. 20006. Additional information about careers in cosmetology and State licensing requirements is available from: National Beauty Career Center, 3839 White Plains Rd., Bronx, N.Y. 10467. National Hairdressers and Cosmetologists Association, 3510 Olive St., St. Louis, Mo. 63103. For general information about the occupation, contact: Barbers, Beauticians, and Allied Industries International Association, 7050 West Washington St., Indianapolis, Ind. 46241. National Association of Cosmetology Schools, 808 Main St., Boonton, N.J. 07005.

*Occupational Outlook Handbook, 1980-81 Edition

*Related Occupations

237.367-038 RECEPTIONIST

Receives callers at establishment, determines nature of business, and directs callers to destination. Obtains caller's name and arranges for appointment with person called upon. Directs caller to destination and records name, time of call, nature of business, and person called upon. May issue visitor's pass when required. May make future appointments and answer inquiries. May perform a variety of clerical duties and other duties pertinent to type of establishment. May collect and distribute mail and messages.

332.271-010 COSMETOLOGIST

Provides beauty services for customers. Analyzes hair to ascertain condition of hair. Applies bleach, dye, tint, using applicator or brush, to color customer's hair, first applying solution to portion of customer's skin to determine if customer is allergic to solution. Shampoos hair and scalp with water, liquid soap, dry powder, or egg, and rinses hair with vinegar, water, lemon, or prepared rinses. Massages scalp and gives other hair and scalp-conditioning treatments for hygienic or remedial purposes. (SCALP-TREATMENT OPERATOR(per. ser.)). Styles hair by blowing, cutting, trimming, and tapering, using clippers, scissors, razors, and blow-wave gun. Suggests coiffure according to physical features of patron and current styles, or determines coiffure from instructions of patron. Applies water or waving solution to hair and winds hair around rollers, or pin curls and finger waves hair. Sets hair by blow-dry or natural-set, or presses hair with straightening comb. Suggests cosmetics for conditions, such as dry or oily skin and lubricate tissues. Performs other beauty services, such as massaging face or neck, shaping and coloring eyebrows or eyelashes, removing unwanted hair, and waving or curling hair. Cleans, shapes, and polishes fingernails and toenails (MANICURIST (per. ser.)). May be designated according to beauty service provided as FACIAL OPERATOR (per. ser.); FINGER WAVER (per. ser.); HAIR COLORIST (per. ser.); HAIR TINTER (per. ser.); MARCELLER (per. ser.); PERMANENT WAVER (per. ser.); SHAMPOOER (per. ser.).

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*From D.O.T.

EMPLOYABILITY SKILLS

In addition to the aptitudes, abilities, interests, physical requirements and job skills listed in the preceding Description of Occupation, employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
   a. Filling out job applications
   b. Developing a resume
   c. Preparing for a job interview

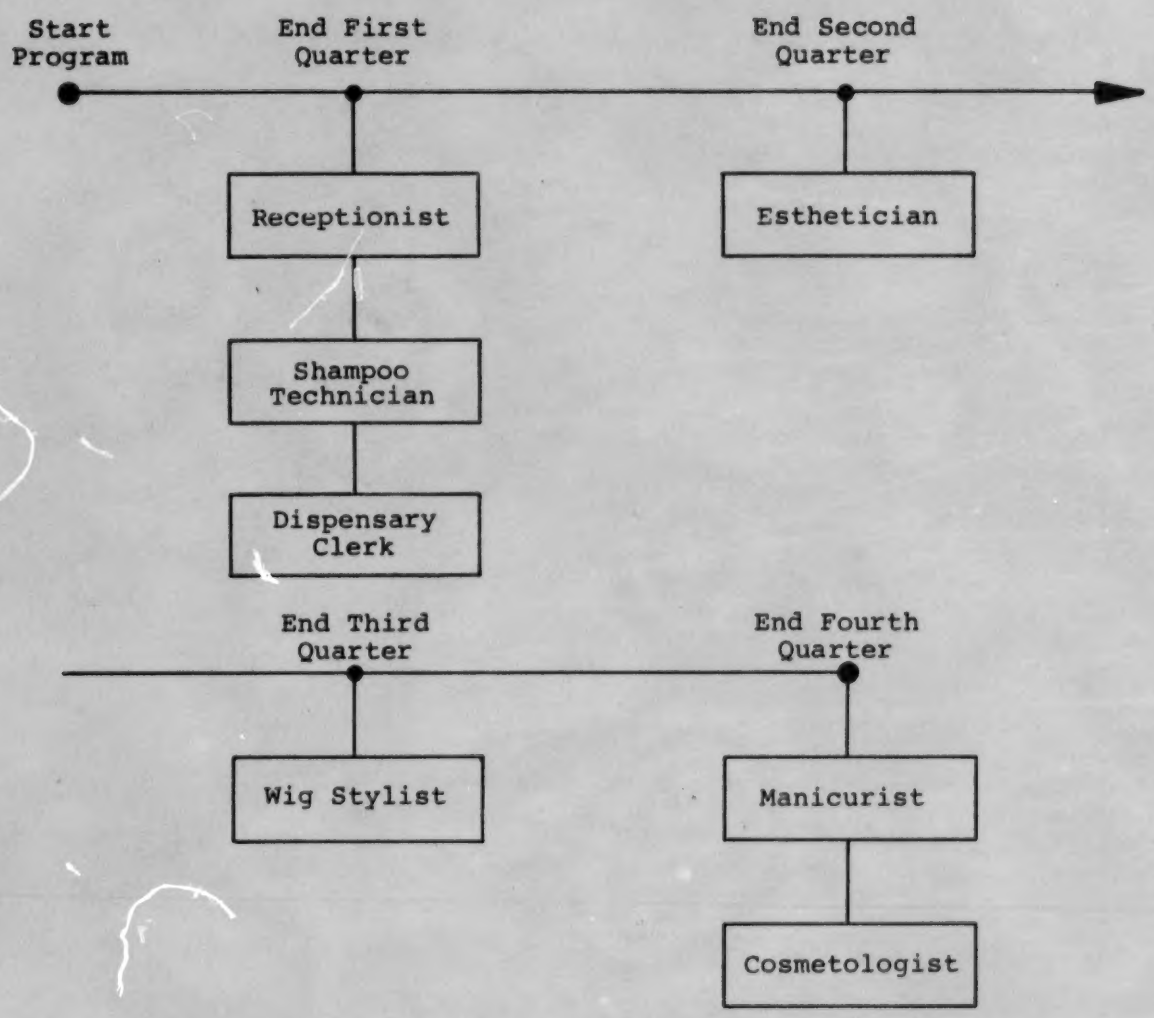
2. Keeping a job
   a. Be on time and regular in attendance
   b. Maintain a fair share of the work-load
   c. Work without supervision
   d. Meet production schedules
   e. Properly care for and use equipment
   f. Dress appropriately for the job
   g. Maintain good personal hygiene
   h. Develop and maintain good communication with supervisors and co-workers

EXIT POINTS

The diagram on the following page is based on the suggested course outline structure. It graphically illustrates the points in cosmetology where the student should have acquired the competencies necessary for entry level employment into the job classifications indicated. In many cases, by the time students reach an exit point (due to state license requirements) they may have acquired many competencies in addition to those required for the specific job classification.

The course outline is structured to teach job entry skills in the field of cosmetology, primarily in the State of Georgia. In order to accomplish this the course outline contains not only those skills and knowledge necessary to satisfy the requirements of the State of Georgia, but also those skills, knowledge and attitudes needed to be successful in a service occupation. Emphasis is placed on the individual's personality and abilities needed in meeting and working closely with their patrons.

The task listing by D.O.T. code indicates the entry level skills (tasks) required for the student to be considered employable in a specific occupation. If the local program is individualized it should be relatively easy to move a potential program leaver (drop out) into those skills (tasks) which would qualify the student for one of the listed occupations.


Start Program
End First Quarter
End Second Quarter
Receptionist
Esthetician
Shampoo Technician
Dispensary Clerk
End Third Quarter
End Fourth Quarter
Wig Stylist
Manicurist
Cosmetologist

TASK LISTING BY D.O.T. CODE

The tasks are listed in this section in a matrix format that cross references them with the applicable D.O.T. codes for the exit point occupational titles. Each task is identified with one or more of the exit point occupational titles. This information may be used to make specific determination as to when a student has developed the necessary skills to qualify for an exit point. This information is particularly useful in preparing early leavers to meet the requirements for a specific occupational title.

TASK LISTING BY DOT CODE

Cosmetology

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS: DOT DESCRIPTIONS	Shampoo Technician	Manicurist	Cosmetologist	Esthetician	Receptionist	Dispensary Clerk	Wig Stylist				
		DOT NO.			332.271-010		237.367-038						
01	Becoming Oriented to the Field of Cosmetology		X	X	X	X	X	X	X				
02	Developing Working Relationships		X	X	X	X	X	X	X				
03	Making Clockwise and Counter-Clockwise Shapings			X	X				X				
04	Finger Waving			X	X				X				
05	Setting Pin Curls to Achieve Desired Pattern			X	X				X				
06	Selecting Basic Roller Patterns			X	X				X				
07	Setting Roller Curls			X	X				X				
08	Waving and Curling Hair with Curling Irons and Blow Dryers			X	X				X				
09	Performing Sanitation and Sterilization Procedures		X	X	X	X	X	X	X				
10	Identifying the Functions, Characteristics and Composition of Hair		X	X	X								
11	Shampooing a Patron's Hair and Applying Hair Rinses		X	X	X								
12	Styling Hair (basic)			X	X				X				
13	Conditioning Damaged Hair and Giving Scalp Treatments		X	X	X								
14	Identifying the Parts and Functions of the Skin and Scalp and Recognizing the Disorders			X	X								
15	Manicuring and Pedicuring Nails			X	X								
16	Creating Ridge Curls and Skip Waves			X	X								
17	Giving a Basic Scissors Cut			X	X								

TASK LISTING BY DOT CODE

Cosmetology

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS: DOT DESCRIPTIONS	Shampoo Technician	Manicurist	Cosmetologist	Esthetician	Receptionist	Dispensary Clerk	Wig Stylist				
		DOT NO.			332.271-010		237.367-038						
18	Giving a Precision Hair Cut			X	X								
19	Styling Hair (advanced)			X	X								
20	Determining Porosity of Hair			X	X								
21	Giving a Permanent Wave			X	X								
22	Giving Special Purpose Permanent Waves			X	X								
23	Relaxing Hair with Chemicals			X	X								
24	Pressing Overly-Curly Hair			X	X								
25	Applying Temporary Hair Coloring		X	X	X				X				
26	Applying Semi-Permanent Hair Color			X	X				X				
27	Applying Permanent Hair Colors			X	X				X				
28	Administering a Predisposition and Metallic Salts Test		X	X	X								
29	Selecting Colors for a Patron's Hair			X	X				X				
30	Applying Hair Lighteners to Virgin Hair			X	X				X				
31	Retouching Prelightened Hair			X	X								
32	Frosting, Streaking and Tipping			X	X				X				
33	Creating Special Effects with Hair Coloring			X	X				X				
34	Detecting and Correcting Problems Relating to Hair Coloring			X	X								
35	Giving Facials			X	X	X							
36	Arching Eyebrows			X	X	X							
37	Applying Facial Make-up			X	X	X							
38	Tinting Lashes and Brows			X	X								

TASK LISTING BY DOT CODE

Cosmetology

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS												
		DOT DESCRIPTIONS	Shampoo Technician	Manicurist	Cosmetologist	Esthetician	Receptionist	Dispensary Clerk	Wig Stylist					
		DOT NO.			332.271-010		237.367-038							
39	Cleaning and Styling Wigs			X	X				X					
40	Removing Unwanted Hair			X	X									
41	Applying Anatomy and Physiology Concepts			X	X									
42	Using Electricity in Cosmetology			X	X									
43	Applying Basic Chemistry Concepts			X	X									
44	Managing the Hair Salon			X	X									
45	Preparing for the State Board of Cosmetology Exam													

SECTION IV

CURRICULUM STRUCTURE & COURSE OUTLINE

CURRICULUM STRUCTURE

The following examples are provided to illustrate the different ways a cosmetology curriculum may be structured. The examples are not intended to imply there are no other ways to structure the curriculum.

Alternative One is based on the curriculum outline suggested by the individualized curriculum materials produced by the Georgia Department of Education. The other alternatives are examples from various programs within Georgia. The time estimates of each alternative is based on the Georgia State Board Requirements for cosmetology programs. However, some cosmetology programs within Georgia may require more than the minimum time requirements of the Georgia State Board for Cosmetology. The actual amount of time required for each course will depend upon the instructor, the students, available facilities and the daily schedule the program chooses. Each instructor is encouraged to structure the curriculum and make time estimates based on the minimum state requirements, local needs and student needs.

As a convenience to the instructor the Georgia State Board of Cosmetology curriculum requirements are presented prior to the three Curriculum Structure Alternatives.

The Georgia State Board of Cosmetology requires that the curriculum for students enrolled in a school of cosmetology for a complete course of fifteen-hundred (1500) hours of training shall be as follows: No school or licensed instructor shall permit a student to render clinical services for compensation until the student has completed two hundred fifty (250) hours training in the following curriculum:

Subject	Hours Assigned to Subject

Theory---------- 50 hours

Shall include instruction by a licensed instructor in the following subjects related to cosmetology:

a. chemistry
b. sanitation and sterilization
c. related subjects

Cold Waving---------- 20 hours

Shall include instruction by a licensed instructor in the following subjects:

a. the chemistry of cold wave solutions, relaxers and reaction
b. technique of placing cold wave rods on patron's head

Coloring of Hair---------- 50 hours

Shall include instruction by a licensed instructor in the following subjects:

a. Chemistry of color
b. technique of applying color
c. the chemical action of hair color

Hair and Scalp Treatments and Conditioning------- 20 hours

a. hair analysis
b. scalp condition
c. treatments

Hair Shaping---------- 30 hours

Shall include instruction by a licensed instructor in the following subjects:

a. proper handling of instruments
b. improper handling of instruments

Shampooing---------- 20 hours

Shall include instruction by a licensed instructor in the following subjects:

a. proper procedure of shampooing
b. knowledge of shampoo formulas
c. water temperature

Styling---------- 50 hours

Shall include instruction by a licensed instructor in the following subjects:

a. 25 hours training on mannikins
b. 25 hours training on live models (without compensation)

Additional instruction at the discretion of the instructor---------- 10 hours

Sub-Total 250

When student has completed 250 hours in the above curriculum, the licensed instructor shall complete a statement to be directed to the Georgia State Board of Cosmetology, signed by the licensed instructor and the student, and properly notarized, stating the student is now prepared to progress to the clinic floor to perform clinical services on patrons for compensation. After completion of the first 250 hours training the curriculum shall be as follows:

Theory---------- 100 hours

Shall include instruction by a licensed instructor in the theory and practice of all required subjects of cosmetology and the following subjects related to cosmetology:

a. sterilization and sanitation
b. anatomy
c. electricity
d. safety precautions
e. chemistry of beauty products actions, reactions and the composition of tints, dyes and bleaches
f. salesmanship
g. telephone conversation and ethics
h. shop department, consisting of instructions in courtesy, neatness and professional attitude in meeting the public.

Charm, reception or desk work, art and ethics--- 100 hours

Dispensary---------- 50 hours

Shall include practical training in preparing germicidal solutions, shampoos, tints and bleaches, and practical training in washing and sanitizing all equipment in the beauty shop.

Hairdressing, shampoo and comb-out---------- 330 hours

Shall include shampoos, comprising dry, soapless, oil and re-conditioning, finger waving, wet curls, hair styles, comb-outs, and all types of pressing.

Hair cutting and shaping---------- 125 hours

Permanent waving---------- 180 hours

Hair coloring and bleaching---------- 150 hours

Shall include the following:

a. color rinses
b. bleaches
c. virgin tints
d. retouches
e. predisposition tests
f. dye and tint removal (demonstration of lash and brow dye shall be included in the hours assigned to hair coloring and bleaching).

Scalp and hair treatments---------- 80 hours

Shall include brushing and manipulations, corrective treatments and reconditioning treatments.

Facials, make-up, and arching---------- 50 hours

Additional instructions at the discretion of the instructor---------- 85 hours

Sub-Total 1250

TOTAL HOURS Total 1500

Credit Hours

Credits will be allowed to students as listed below:

Work performed by student	Credit Hours
One cold wave (including shampoo and set)--------	3 hours
One bleach----------	2 hours
One shampoo, set and comb-out or one pressing and comb-out----------	1 hour 30 min.
One facial----------	1 hour
One brow and lash tint----------	30 minutes
One hair cut----------	30 minutes
One color other than bleach----------	2 hours
One shampoo----------	15 minutes
One arch----------	15 minutes
One temporary rinse----------	15 minutes
One scalp treatment----------	1 hour

COSMETOLOGY CURRICULUM STRUCTURE

Alternative 1

Course Number		Clock Hours Theory	Clock Hours Practice
	First Quarter		
	Orientation	7	
	Curriculum Outline		
	Rules-Regulations		
	Charm, Desk-Lab	21	32
	Visual Poise		
	Personal Development		
	Professional Ethics		
	Hygiene and Good Grooming		
	Shop Hygiene		
	Hairdressing	91	113
	Shampoo		
	Pin Curls		
	Basic Roller		
	Basic Hairstyle		
	Shapings		
	Setting Head		
	Finger Wave		
	Roller Curls and Skip Waves		
	Haircutting	15	30
	Basic		
	Facials and Manicures	15	8
	Manicure		
	Theory and Other	35	33
	Safety		
	Skin-Scalp		
	Hair		
	Additional Instruction		
		184	216
	Total:	400	
	Second Quarter		
	Orientation	1	
	Rules-Regulations		
	Charm, Desk-Lab	5	6
	Receptionist		
	Shop Hygiene		

Course Number		Clock Hours Theory	Clock Hours Practice
	Hairdressing	48	79
	Setting Head		
	Shapings		
	Finger Wave		
	Roller Curls and Skip Waves		
	Pin Curls		
	Shampoo		
	Setting Iron		
	Blow Dry		
	Chemical Relaxing and Permanent Wave	60	75
	Chemical Relaxing		
	Rolling Permanents		
	Giving Permanents		
	Special Problems		
	Haircutting	15	24
	Basic		
	Hair Color and Lightening	15	21
	Introduction to Hair Color		
	Temporary Color		
	Semi-Permanent Color		
	Metallic Salts Test		
	Pre-Disposition Test		
	Facials and Manicures	6	9
	Manicure		
	Lash Brow Tint		
	Scalp and Hair Treatment	15	9
	Hair Conditioning		
	Scalp Treatment		
	Theory and Other		12
	Additional Instruction		
	Clinic		
		165	235
	Total:	400	

Third Quarter

	Charm, Desk-Lab	1	1
	Salesmanship		
	Hairdressing	24	24
	Thermal Waving		
	Advanced Wigs and Hairpieces		
	Pin Curls		
	Chemical Relaxing and Permanent Waves	13	30
	Giving Permanents		
	Chemical Relaxing		
	Haircutting	16	29
	Precision		

Course Number		Clock Hours Theory	Practice
	Hair Color and Lightening	66	134
	Color Selection Procedure		
	Lightening Retouch		
	Retouch		
	Frosting		
	Problems		
	Permanent Color		
	Facials and Manicures	3	15
	Facials		
	Facial Make-up		
	Eyebrow area		
	Manicure		
	Theory and Other		44
	Clinic		
		123	277
	Total:	400	

Fourth Quarter

	Charm, Desk-Lab		3
	Review Shop Hygiene		
	Hairdressing	9	14
	Review Shapings		
	Chemical Relaxing and Permanent Waves	18	35
	Giving Permanents		
	Chemical Relaxing		
	Review Permanents		
	Review Chemical Relaxing		
	Haircutting	9	24
	Precision Cutting		
	Review Cutting		
	Hair Color and Lightening	15	24
	Problems in Hair Coloring		
	Review of Hair Color and Bleach		
	Facials and Manicures	9	12
	Facials		
	Facial Make-up		
	Eye Brow area		
	Manicure		
	Superfluous Hair Removal		
	Review of Facials and Manicures		
	Theory and Other	40	188
	Anatomy		
	Physiology		
	Chemistry		
	Review Clinic		
	Electricity		
	State Board Review		
		100	300
	Total:	400	

COSMETOLOGY CURRICULUM STRUCTURE

Alternative 2

Course Number		Total Clock Hours
	First Quarter	
	Introduction to Cosmetology	52
	Course Introduction	
	Hygiene	
	Poise	
	Personality	
	Introduction to Bacteriology	
	Introduction to Sterilization-Sanitation	
	Introduction to First Aid	
	Introduction to Safety	
	Fundamentals of Cosmetology (Introduction to)	208
	Hair Styling	
	Permanent Waves and Chemical Hair Relaxing	
	Therman Waving	
	Shampooing and Rinsing	
	Hair and Scalp Treatments	
	Manicuring	
	Facial Treatments	
	Facial Make-up	
	Hair Cutting	
	Hair Coloring	
	Hair Bleaching	
	Consumer Education	52
	Financial Planning	
	Buying	
	Borrowing	
	Protecting	
	Saving and Investing	
	Death Education	
	Basic Economics	
	Second Quarter	
	Practical Application of the Fundamentals of Cosmetology	312
	Styling, Thermal Waving and Hair Pressing	
	Permanent Waving and Chemical Hair Relaxing	
	Shampooing and Rinses	
	Hair and Scalp Treatments	
	Manicuring	
	Facial Make-up	
	Facial Treatments	

Course Number		Total Clock Hours
	Hair Cutting	
	Hair Coloring	
	Hair Bleaching	
	Third Quarter	
	Basic Chemistry	104
	Introducation to Basic Chemistry	
	Chemistry for the Cosmetologist	104
	Chemistry of the Hair	
	Chemistry of the Skin	
	Chemistry of the Nails	
	Nature of Light	
	Anatomy and Physiology	52
	Introduction to Anatomy and Physiology	
	Electricity in Cosmetology	52
	Fundamentals of Electricity	
	Electrical Appliances	
	Safety Precautions	
	Fourth Quarter	
	Practical Application of the Fundamentals of Cosmetology II (Advanced Applications)	208
	Hair Styling	
	Permanent Waving and Chemical Relaxing	
	Hair and Scalp Treatment	
	Facial Treatment and Make-up	
	Hair Cutting	
	Hair Coloring	
	Hair Bleaching	
	Advanced Cosmetology	52
	Review of Theory	
	Evaluation of Practical Work	
	Business Information	52
	Beauty Salon Management	

COSMETOLOGY CURRICULUM STRUCTURE

Alternative 3

Course Number		Total Clock Hours
	First Quarter	
	Theory	75
	Professional Ethics	
	Hygiene and Good Grooming	
	Visual Poise	
	Personality Development	
	Bacteriology	
	Sterilization	
	Sanitation	
	Scalp Treatments	25
	Purpose of Scalp Treatments	
	Preparation for Treatments	
	Techniques of Brushing	
	Basic Techniques in Scalp Manipulation	
	Treatment for Normal Hair	
	Treatments for Scalp Disorders	
	Corrective Hair Treatments	
	Laboratory	20
	Ordering Supplies	
	Receiving Supplies	
	Preparing Germicidal Solutions	
	Mixing of Shampoos	
	Waving Solutions	
	Mixing Tints	
	Mixing Bleaches	
	Charm and Facials	50
	Personality Development	
	Receptionist Duties	
	Hairdressing (Wigs and Hairpieces)	85
	Shampooing	
	Hair Rinse	
	Roller Curls	
	Comb-outs	
	Finger Waving	
	Cold Waving	40
	Action of Chemical Solutions	
	Scalp and Hair Analysis	
	Curling Rods	
	Kinds of Waving Lotion	
	Neutralizers	
	Sectioning and Blocking of the Hair	
	Winding or Wrapping the Hair	
	Test Curls	
	Application of Waving Lotion	
	Processing Time	
	Neutralization	
	Preparation and Procedure	

Course Number		Total Clock Hours
	Safety Rules	
	Special Problems in Waving	
	Haircutting	30
	Implements used in Hair Shaping	
	Sectioning the Hair	
	Hair Thinning	
	Razor Hair Shaping	
	Wet or Dry Hair Shaping with Scissors	
	Shingling	
	Terminology used in Hair Shaping	
	Hair Coloring	50
	Introduction to Hair Coloring	
	Temporary Hair Coloring	
	Semi-Permanent Hair Coloring	
	Permanent Hair Coloring	
	Introduction to Hair Lightening	
	Types of Lighteners	
	Hydrogen Peroxide	
	Lightening Virgin Hair	
	Lightener Retouch	
	Toners	
	Frosting, Tipping and Streaking	
	Safety Measures in Lightening	
	Special Problems in Tinting and Lightening	
	Hair Coloring Terminology	

Second Quarter

	Theory	25
	Manicuring	
	Chemcial Hair Relaxing	
	Theory of Massage	
	Superfluous Hair Removal	
	Scalp Treatments	25
	Treatment for Normal Hair and Scalp	
	Dandruff Treatment	
	Dry Scalp Treatment	
	Oily Scalp Treatment	
	Corrective Hair Treatment	
	Treatment for Alopecia	
	Treatment for Alopecia Areata	
	Laboratory	10
	Dispensary	
	Charm and Facials	40
	Leg Care and Pedicuring	
	Hair Care	
	Visual Poise	
	Wardrobe Planning	
	Facial Treatments	
	Facial Make-up	

Course Number		Total Clock Hours
	Hair Dressing (Wigs and Hairpieces)	120
	Hair Styling	
	The Care and Styling of Wigs	
	Cold Waving	60
	Scalp and Hair Analysis	
	Sectioning and Blocking	
	Wrapping the Hair	
	Waving Lotion	
	Neutralization	
	Completing the Wave	
	Haircutting	40
	Implements	
	Sectioning	
	Hair Thinning	
	Razor Hair Shaping	
	Scissor Shaping	
	Hair Coloring	50
	Temporary Hair Coloring	
	Semi-Permanent Hair Coloring	
	Permanent Hair Coloring	
	Additional Instruction	5
	Field Trips	

Third Quarter

	Theory	25
	Introduction to Anatomy and Physiology	
	Systems of the Body	
	Scalp Treatments	25
	Treatment for Normal Hair and Scalp	
	Dandruff Treatment	
	Dry Scalp Treatment	
	Oily Scalp Treatment	
	Corrective Hair Treatment	
	Treatment for Alopecia	
	Treatment for Alopecia Areata	
	Laboratory	10
	Dispensary	
	Charm and Facials	15
	Personality Development	
	Voice	
	Being Successful on the Job	
	Body Perfection	
	Facials and Make-up	
	Hairdressing (Wigs and Hairpieces)	125
	Hair Styling	
	Wigs and Hairpieces	
	Cold Waving	60
	Scalp and Hair Analysis	
	Sectioning and Blocking	
	Wrapping the Hair	

Course Number		Total Clock Hours
	Waving Lotion	
	Neutralization	
	Completing the Wave	
	Haircutting	40
	Sectioning	
	Hair Thinning	
	Razor Hair Shaping	
	Scissor Hair Shaping	
	Hair Coloring	50
	Temporary Hair Coloring	
	Semi-Permanent Hair Coloring	
	Permanent Hair Coloring	
	Additional Instruction	5
	Manicuring	
	Field Trips	
	Fourth Quarter	
	Theory	25
	Hair Structure and Chemistry	
	Electricity	
	Scalp Treatments	
	Treatment for Normal Hair and Scalp	
	Dandruff Treatment	
	Dry Scalp Treatment	
	Oily Scalp Treatment	
	Corrective Hair Treatment	
	Treatment for Alopecia or Alopecia Areata	
	Laboratory	10
	Dispensary	
	Charm and Facials	15
	Receptionist Duties	
	Hairdressing (Wigs and Hairpieces)	125
	Cold Waving	50
	Scalp and Hair Analysis	
	Sectioning and Blocking	
	Wrapping the Hair	
	Waving Lotion	
	Neutralization	
	Completing the Wave	
	Haircutting	40
	Sectioning	
	Hair Thinning	
	Razor Hair Shaping	
	Scissor Hair Shaping	
	Hair Coloring	50
	Temporary Hair Coloring	
	Semi-Permanent Hair Coloring	
	Permanent Hair Coloring	

Course Number		Total Clock Hours
	Additional Instruction Cosmetology Mathematics Communication Skills Salon Management	30

COURSE OUTLINE

The sample course outline is to be used as an example to facilitate the development of alternative outlines for the individual learner. However, the listing of the tasks within a quarter is not meant to indicate a required sequence or pattern. Many of the tasks are independent of each other therefore allowing a student or groups of students to begin the quarter at different points. This allows better coordination of the laboratory hours and the learning objectives may be selected according to the type of laboratory practice available. The specific information required to teach the skills and related cosmetology theory for each unit/task is included on the corresponding unit sheet in the Unit Guide section.

The time estimations are a minimum amount of time required and should be extended according to the learners individual needs. The laboratory hours may be rearranged according to the needs of the learners and to any constraints imposed due to live work policies.

Exit points have been identified and are listed in chart form (refer to the table of contents). In addition the exit points are identified in the Task Listing by D.O.T. code. This will provide a means for employment for learners who master the skills but not the theory such as in the case of a shampooer or wig stylist. A competency record of all the tasks the learner can perform safely may be given to the prospective employers. These exit points can help improve attrition problems for schools and should prevent a feeling of failure for learners who do not complete the entire program.

Suggested Course Outline Structure for Cosmetology

Note: Theory hours represent the typical amount of time spent in the classroom for each task. Practice hours represent the amount of time a student spends in performing hands-on activities related to previously studied theory. It should be noted that practice hours may include activities related directly to theory studied in previous quarters as well.

Quarter I

Unit		Theory Hours
	Competency: Demonstrating Employability Skills in Cosmetology	
01	Becoming oriented to the field of cosmetology	9
02	Developing working relationships	21
	Competency: Sanitizing Equipment	
09	Performing sanitation and sterilization procedures	5
	Competency: Styling Hair	
05	Setting pin curls to achieve desired style	9
06	Selecting basic roller patterns	9
07	Setting roller curls	9
12	Styling hair (basic)	12
03	Making clockwise and counterclockwise shapings	12
	Competency: Cutting Hair	
17	Giving a basic scissors cut	15
	Competency: Manicuring	
15	Manicuring and pedicuring nails	15
	Competency: Treating Hair, Skin and Scalp Disorders	
14	Identifying the parts and functions of the skin and scalp and recognizing the disorders	9

10	Identifying the functions, characteristics and composition of hair	10

Quarter I Theory Hours:	135
Practice Hours:	265
Total Quarter Hours:	405

Quarter II

Unit		Theory Hours
	Competency: Styling Hair	
04	Finger waving	15
16	Creating ridge curls and skip waves	6
05	Setting pin curls to achieve desired style	9
11	Shampooing a patron's hair and applying hair rinses	3
08	Waving and curling hair with curling irons and blow dryers	6
	Competency: Chemical Relaxing and Permanent Waves	
20	Determining porosity or hair	5
23	Relaxing hair with chemicals	18
21	Giving a permanent wave	39
22	Giving special purpose permanent waves	3
	Competency: Cutting Hair	
17	Giving a basic scissors cut	15
	Competency: Demonstrating Employability Skills in Cosmetology	
01	Becoming oriented to the field of cosmetology	1
02	Developing working relationships	5
	Competency: Treating Hair, Skin and Scalp Disorders	
13	Conditioning damaged hair and giving scalp treatments	15
	Competency: Coloring Hair	
28	Administering a predisposition and metallic salts test	3
25	Applying temporary hair coloring	9
	Quarter II Theory Hours:	152
	Practice Hours:	258
	Total Quarter Hours:	405

Quarter III

Unit		Theory Hours
	Competency: Coloring Hair	
29	Selecting colors for a patron's hair	3
25	Applying temporary hair coloring	3
26	Applying semi-permanent hair color	3
27	Applying permanent hair colors	10
30	Applying hair lighteners to virgin hair	15
31	Retouching prelightened hair	9
32	Frosting, streaking and tipping	6
34	Detecting and correcting problems relating to hair coloring	6
	Competency: Facials	
38	Tinting lashes and brows	3
35	Giving facials	9
37	Applying facial makeup	10
36	Arching eyebrows	3
	Competency: Styling Hair	
05	Setting pin curls to achieve desired style	3
08	Waving and curling hair with curling irons and blow dryers	15
24	Pressing overly curly hair	5
	Competency: Chemical Relaxing and Permanent Waves	
21	Giving a permanent wave	3
23	Relaxing hair with chemicals	12
	Competency: Cutting Hair	
18	Giving a precision hair cut	6
	Competency: Cleaning and Styling Wigs and Hair Pieces	
39	Cleaning and styling wigs	26
	Quarter III Theory Hours	150
	Practice Hours:	255
	Total Quarter Hours:	405

Quarter IV

Unit		Theory Hours
	Competency: Styling Hair	
19	Styling hair (advanced)	6
03	Making clockwise and counterclockwise shapings	3
	Competency: Chemical Relaxing and Permanent Waves:	
21	Giving permanent waves	9
23	Relaxing hair with chemicals	9
	Competency: Cutting Hair	
17	Giving a basic scissors cut	6
18	Giving a precision hair cut	3
	Competency: Coloring Hair	
33	Creating special effects with hair coloring	6
34	Detecting and correcting problems related to hair coloring	6
27	Applying permanent hair colors	6
	Competency: Manicuring	
15	Manicuring and pedicuring nails	6
	Competency: Removing Unwanted Hair	
40	Removing unwanted hair	3
	Competency: Using Electricity in Cosmetology	
42	Using electricity in cosmetology	5
	Competency: Applying Basic Chemistry, Anatomy and Physiology Concepts	
41	Applying anatomy and physiology concepts	25
43	Applying basic chemistry concepts	9
	Competency: Managing the Hair Salon	
44	Managing the hair salon	7

Competency: Preparing for the State Board of Cosmetology Examination

45	Preparing for the State Board of Cosmetology Examination	6

Quarter IV Theory Hours:	115
Practice Hours:	290
Total Quarter Hours:	405

SECTION V

UNIT GUIDES

UNIT GUIDES

Description

In this section the tasks to be taught in each course are presented. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with other tasks to fit the individual teacher's own preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, use of audio visuals and practical applications.

INSTRUCIONAL MATERIALS: The materials that are necessary to carry out the instructional activities are listed. These include textbooks, audio visuals, student manuals and equipment.

EVALUATION: This section contains a criterion referenced measure (where appropriate) and reference to any test items or other evaluation measures that are available to the teacher. The criterion referenced measure contains three parts--Condition, Performance and Standard.

CLASSROOM HOURS: The estimated time for completion of the instructional activities and the evaluation are indicated. This time estimate is stated in hours of classroom time. Additional practice time will depend upon the availability of patrons.

TASK

01 Becoming oriented to the field of cosmetology

PERFORMANCE OBJECTIVE

Orient students to cosmetology work.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Orientation
b. Cosmetology rules and regulations
    1. Lab rules
    2. Sanitary regulations
c. Cosmetology safety
    1. Safety program
    2. General shop rules
    3. Sterilization rules
    4. Razor safety
    5. Electrical safety

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbooks (revised)
b. Scott, et al.
c. Dalton

Student Manuals:

Georgia, Units 1, 1a, 1b, and 1c

A/Vs:

Georgia, slide set 1-1, 1-2, 1-3 and 1B-1

CLASSROOM HOURS

11

EVALUATION (01)

Upon successful completion of this unit, the student will demonstrate knowledge of the cosemtology curriculum, safety practices and rules and regulations which govern the cosmetology field. An assessment of successful completion will be made by a written examination. The exam and score results will be placed in students' personal files and will serve as evidence of knowledge of the rules, regulations and safety practices in cosmetology.

TASK

02 Developing working relationships

PERFORMANCE OBJECTIVE

Develop working relationships with customers and fellow workers.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Personality development
    1. Personality
    2. Self development
b. Professional ethics
    1. Rationale
    2. Principles
c. Hygiene and good grooming
    1. Rationale
    2. Hygienic rules
    3. Maintaining good health
d. Visual poise
    1. Posture
    2. Comfort
    3. Sitting
    4. Standing
e. Salesmanship
    1. Selling principles
    2. Selling ethics

INSTRUCTIONAL MATERIALS

Textbooks:

Standard Textbook (revised)

A/Vs:

Georgia, slide set 3-1

Student Manuals:

Georgia, Units 2a, 2b, 2c, 2d, 2e and 3

CLASSROOM HOURS

26

EVALUATION (02)

Upon completion of this unit the student will demonstrate, through an examination, an awareness of the importance of personality development in forming customer and worker relationships. The student will also demonstrate salesmanship and receptionist techniques in roleplaying situations.

TASK

03 Making clockwise and counter-clockwise shapings

PERFORMANCE OBJECTIVE

Make a clockwise and a counter-clockwise shaping on the back of a patron's head.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedures for clockwise and counter-clockwise shapings
b. Lotions
c. Horizontal finger waving
d. Alternate methods of finger waving
e. Vertical finger waving

Provide Demonstration On:

a. Methods for shaping
b. Methods for finger waving

Provide Practical Application On:

a. Shaping
b. Finger waving

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

Student Manuals:

a. Georgia, Unit 10
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

A/Vs:

a. Georgia, slide set 10-1
b. Hays, "Hairdressing for Beginners"

CLASSROOM HOURS

15

EVALUATION (03)

a. Given a freshly shampooed patron and necessary supplies and equipment, perform clockwise and counter-clockwise shapings that are pleasing in appearance to the patron. The shapings must be completed within the professionally accepted time limits.

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

Georgia, Written Checks, Units 10-1 and 10-2

TASK

04 Finger Waving

PERFORMANCE OBJECTIVE

Finger wave the hair with or without a side part.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for finger waving
b. Types of setting lotions
c. Horizontal finger waving
d. Procedure for finger waving

Provide Practical Application On:

Various types and methods of finger waves

Provide Demonstration On:

Alternatives in finger waving

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

Student Manuals:

a. Georgia, Unit 26
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion

CLASSROOM HOURS

15

EVALUATION (04)

a. Given a patron and necessary supplies and equipment, give a finger wave that features smooth, even waves and pleases the patron. The wave should be completed within professionally accepted time limits of 15 to 20 minutes.

Performance Guide, V-Tecs, p. 31

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 25

Written Check
1. Milady, State Board Exam Review, p. 33
2. Dalton, State Board Exam Review, p. 229
3. Georgia, Written Checks, Unit 26-1

TASK

05 Setting pin curls

PERFORMANCE OBJECTIVE

Set pin curls to achieve desired style.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Parts of the pin curl
b. Types of pin curls (sculptured pin curls, flat curls, pin curl comb-outs, mobility of the curl)
c. Procedure in rolling pin curls and pinning
d. Pin curl foundations or bases (triangular, rectangular, arc, square)

Provide Demonstration On:

a. Technique of rolling and pinning
b. Different types of bases and their outcomes

Provide Practical Application On:

a. Rolling pin curls
b. Combing out pin curls

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 11-1
b. Georgia, slide set 11-2
c. Hays, "Hairdressing for Beginners"
d. Keystone, "Pin Curls"
e. Milady, "Basic Pincurling"

Student Manuals:

a. Georgia, Unit 11
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Styling lotion
c. Disinfecting solution

CLASSROOM HOURS

18

EVALUATION (05)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, make pin curls to achieve the desired style and to satisfy the patron. Curls should be wound smoothly and appropriately for desired style. Spot pin curls should be completed within 15 minutes and all-over pin curls should be completed within 30 minutes.

Performance Guide, V-Tecs, p. 35

Checkpoint Sheet, Domain Referenced Tests, Cosmetology Volume I: Skills, p. 42

Written Check
1. Dalton, State Board Exam Review, p. 231
2. Georgia, Written Checks, Unit II-1

TASK

06 Setting basic roller patterns

PERFORMANCE OBJECTIVE

Roller curl hair using basic roller patterns.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of rollers
b. Indentation and volume
c. Base and roller strand relations
d. Pinning rollers
e. Basic roller patterns (side wave, forward fluff, advanced patterns sides)

Provide Demonstration On:

a. Roller technique
b. Sectioning
c. Selecting rollers
d. Setting side patterns, top of head, nape of head crown of head

Provide Practical Application On:

a. Rolling techniques
b. Rolling with different patterns
c. Using different bases, rollers and strands
d. Selecting rollers

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 9-1
b. Georgia, slide set 9-2
c. Hays, "Hairdressing for Beginners"
d. Hays, "Hair Styles"
e. Hays, "Hairdressing Projects"

Student Manuals:

a. Georgia, Unit 9
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Styling lotion
c. Disinfecting solution

CLASSROOM HOURS

33

EVALUATION (06)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, roller curl the patron's hair into the desired style. In the rolling process, the hair should be wound smoothly over rollers. Curls should be secure but not uncomfortably tight and the procedure should not exceed professionally accepted time limits of 15 to 25 minutes.

b. Performance Guide, V-Tecs, p. 36

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

d. Georgia, Written Checks, Unit 9-1

TASK

07 Setting roller curls

PERFORMANCE OBJECTIVE

Set roller curls to achieve desired style.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Setting hair with rollers
b. Setting hair using clockwise and counter-clockwise curls
c. Drying and combing out hair
d. Applying lotions
e. Sectioning hair
f. Selecting rollers
g. Roller bases
h. Parts of a roller curl
i. Sanitary measures to observe during roller sets

Provide Demonstration On:

a. Techniques for setting rollers for: half bang, winged bang, forward side, wave side, vertical rollers for various designs and wave patterns
b. Techniques for combing out

Provide Practical Application On:

a. Setting hair in various styles
b. Comb-outs and styling

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 12-1
b. Georgia, slide set 12-2

c. Keystone, "Introduction to Hairstyling, Roller Setting and Curative Hairstyling, Comb-out Techniques, Hairstyling to the Individual, and Hair Parting"
d. Aura filmstrips by Pivot Point International

Student Manuals:

continued on back

CLASSROOM HOURS

27

EVALUATION (07)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, roller curl the hair into a style which satisfies the patron. The hair should be smoothly wound over rollers. The curls should be secure but not uncomfortably tight and the procedure should be completed within professionally accepted time limits of approximately 15 to 25 minutes.

b. Performance Guide, V-Tecs, p. 36

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology Volume I: Skills, p. 42

d. Written Check
Dalton, State Board Exam Review, p. 237

INSTRUCTIONAL MATERIALS

Student Manuals:

A. Georgia, Unit 12
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Styling lotion
c. Disinfecting solutions

TASK

08 Waving and curling hair with curling irons and blow dryers

PERFORMANCE OBJECTIVE

Curl hair using curling irons.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Thermal waving and concepts
b. Purpose of thermal operations
c. Safety precautions
d. Methods of thermal waving
e. Croquignole thermal curling

Provide Demonstration On:

Different techniques for using curling irons

Provide Practical Application On:

Setting waves and curling with thermal irons

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett

A/Vs:

a. Georgia, slide set 34-1
b. Keystone, "Blow Styling, Air Waving, Instant Rollers, Thermal Roller Curl and Croquignole Curling"

Student Manuals:

Georgia, Unit 34

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Shampoo
d. Blow dryer
e. Curling iron
f. Hair spray

CLASSROOM HOURS

21

EVALUATION (08)

a. Given a patron and necessary supplies and equipment, set waves and curls using a curling iron. The procedure should result in an even set which pleases the patron and is completed in professionally accepted time limits of 15 to 20 minutes.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 63

c. Performance Guide, V-Tecs, p. 38

d. Written Check
   1. Milady, State Board Exam Review, p. 63
   2. Dalton, State Board Exam Review, p. 287
   3. Georgia, Written Checks, Unit 34-1

TASK

09 Performing sanitation and sterilization procedures

PERFORMANCE OBJECTIVE

Sanitize and sterilize shop equipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Methods of sterilization and sanitation (chemical and physical agents)
b. Safety precautions
c. Wet sanitizing
d. Dry sanitizing
e. Sanitizing implements, combs, brushes, equipment, curlers, work areas and towels
f. Safety precautions

Provide Demonstration On:

Sanitizing implements, combs, brushes, equipment, curlers, work areas and towels

Provide Practical Application On:

a. Wet sanitizing procedures
b. Dry sanitizing procedures

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Swaton
c. Powitt
d. Dalton
e. Scott, et al.
f. Colletti

A/Vs:

Keystone, "Bacteriology and Sanitation"

Student Manuals:

Georgia, Units 4a and 4b

Tools and Equipment:

continued on back

CLASSROOM HOURS

5

EVALUATION (09)

a. Given brushes, combs, implements, a work area and necessary supplies and equipment, sanitize all items or areas so they are free of hair, solutions and soil. Areas must meet published health standards.

b. Performance Guide, V-Tecs, p. 16

c. Written Check
   1. Milady, State Board Exam Review, p. 6
   2. Prentice-Hall, Instructor's Resource Manual, p. 17
   3. Georgia, Written Checks, Units 4A-1, 4B-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Containers
c. Solutions
d. Measuring utensils
e. Labels
f. Rubber gloves
g. Safety glasses
h. Disinfectant
i. Stirrer
j. Air tight cabinet
k. Borax
l. Formalin
m. Formutabs
n. Timer
o. Towels
p. Brush dryer
q. Metal implements
r. 70% alcohol
s. Floor cleaning tools

TASK

10 Identifying the functions, characteristics and composition of hair

PERFORMANCE OBJECTIVE

Identify the functions, characteristics and composition of hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of hair
b. The hair follicle
c. Structure of the hair
d. Nature of hair protein
e. Requirements and properties of hair
f. Characteristics of hair
g. Composition of hair
h. Analysis of hair
i. Disorders of hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Powitt
b. Standard Textbook (revised)
c. Dalton
d. Scott, et al.
e. Colletti

Student Manuals:

Georgia, Unit 37

A/Vs:

Bergwell, "Hair Care"

CLASSROOM HOURS

10

EVALUATION (10)

a. Given necessary information, identify the functions, characteristics and composition of hair according to standards previously established by the instructor.

b. Written Check
   1. Georgia, Written Checks, Unit 37-1
   2. Milady, State Board Exam Review, p. 16
   3. Dalton, State Board Exam Review, p. 203
   4. Prentice-Hall, Instructor's Resource Manual, p. 8
   5. Milady, Hair Structure and Chemistry, pp 6-29

TASK

11 Shampooing a patron's hair and applying hair rinses

PERFORMANCE OBJECTIVE

Shampoo the patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of shampoo
b. Chemistry of soaps and shampoos
c. Procedure for draping
d. Procedure for brushing patron's hair
e. Procedure for preparing patron for shampooing
f. Proper water temperature
g. Using shampoo bowl
h. Wetting the hair
i. Applying shampoo
j. Rinsing
k. Clean up procedure
l. Shampoo procedure
m. Safety precautions
n. Shampooing routine
o. Protein and pH in relation to shampoo
p. Types of rinses
q. Method of applying rinses

Provide Demonstration On:

a. Shampooing preparation
b. Shampooing procedures

Provide Practical Application On:

a. Draping
b. Brushing
c. Preparing for shampoo
d. Using shampoo bowl
e. Shampooing

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti
e. Powitt

A/Vs:

a. Georgia, slide set 6-1
b. Georgia, slide set 6-2
c. Keystone, "Shampooing"
d. Bergwall, "Shampoo and Hair Care"

Student Manuals:

Georgia, Unit 6

Tools and Materials:

a. Cosmetology kit
b. Shampoo
c. Disinfecting solution

CLASSROOM HOURS

3

EVALUATION (11)

a. Given necessary equipment and supplies, shampoo the patron's hair. Upon instructor's inspection, hair must be free of excessive matting, oil, soil and soap curds.

b. Performance Guide, V-Tecs, p. 17

c. Written Check
   1. Milady, State Board Exam Review, p. 26
   2. Dalton, State Board Exam Review, p. 219
   3. Prentice-Hall, Instructor's Resource Manual, p. 25
   4. Georgia, Written Checks, Units 6-1, 6-2, 6-3

TASK

12 Styling hair (basic)

PERFORMANCE OBJECTIVE

Perform basic hair styling.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Hair styling terms
b. Facial types
c. Profiles
d. Setting a head of hair
e. Brushing
f. Back combing
g. Developing lines and styles
h. Types of waves, bangs
i. Comb-out techniques
j. Using curling irons, heated rollers, blow dryers and other quick service set implements

Provide Demonstration On:

a. Various basic setting techniques
b. Various comb-out techniques
c. Basic uses of setting implements

Provide Practical Application On:

a. Methods of setting
b. Comb-out methods
c. Using various implements

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Keystone, "Introduction to Hairstyling, Roller Setting, Curvature Hairstyling and Comb-out Techniques"
b. Hays, "Hairdressing for Beginners"
c. Hays, "Hair Styles"
d. Hays, "Hairdressing Projects"
e. Prentice-Hall, "Hair Care: Skills and Methods"

Student Manuals:

a. Keystone, Manual of Haircutting and Hairstyling

continued on back

CLASSROOM HOURS

12

EVALUATION (12)

a. Given a freshly shampooed patron and necessary equipment and supplies, complete a basic hair style which satisfies the patron. Conceal pins used to achieve the style. Completion of style must be within professionally accepted time limits.

b. Performance Guide, V-Tecs, pp 37-38

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

INSTRUCTIONAL MATERIALS

Student Manuals:

b. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Hair spray
e. Blow dryer
f. Curling iron
g. Heated rollers
h. Disinfecting solution

TASK

13 Conditioning damaged hair and giving scalp treatments

PERFORMANCE OBJECTIVE

Select and apply the proper conditioner or scalp treatment to patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of conditioners (protein, moisturizing, instant, synthetic)
b. Procedure for applying instant conditioners
c. Procedure for applying setting lotion
d. Procedure for applying scalp treatment with massage manipulations

Provide Demonstration On:

a. Applying conditioners
b. Applying lotions
c. Giving scalp treatment with massage manipulations

Provide Practical Application On:

a. How to apply instant conditioners
b. How to apply setting lotion
c. How to apply scalp treatment with massage manipulations

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 7-1
b. Georgia, slide set 8-1
c. Georgia, slide set 8-2
d. Georgia, slide set 8-3
e. Keystone, "Scalp Treatment"

Student Manuals:

Georgia, Unit 7

Tools and Equipment:

a. Cosmetology kit
b. Conditioner
c. Disinfecting solution

CLASSROOM HOURS

15

EVALUATION (13)

a. Given a patron and necessary supplies and equipment, select and apply the conditioner or scalp treatment to a patron's hair. The conditioner must be applied according to manufacturer's directions and will partially relieve the dry or damaged state of the hair and scalp.

b. Performance Guide, V-Tecs, p. 62

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 63

d. Written Check
   1. Milady, State Board Exam Review, p. 20, p. 28
   2. Dalton, State Board Exam Review, p. 225, p. 227
   3. Prentice-Hall, Instructor's Resource Manual, p. 119
   4. Georgia, Written Checks, Unit 8-1

TASK

14 Identifying the parts and functions of the skin and scalp and recognizing the disorders

PERFORMANCE OBJECTIVE

Identify parts and functions of the skin and scalp and recognize the disorders.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Composition of skin and scalp
b. Structure of the skin
c. Layers of the skin
d. Functions of the skin and scalp
e. Care of the skin and scalp
f. Disorders of the skin and scalp

INSTRUCTIONAL MATERIALS

Textbooks:

a. Powitt
b. Standard Textbook (revised)
c. Dalton
d. Scott, et al.
e. Colletti

Student Manuals:

Georgia, Unit 36

A/Vs:

a. Keystone, "Cosmetic Dermatology"
b. Prentice-Hall, "Skin and Hair Care"

CLASSROOM HOURS

15

EVALUATION (14)

a. Given a list of parts and functions of the skin and scalp, the student will match the two with potential disorders.

b. Written Check
   1. Milady, Hair Structure and Chemistry Simplified, pp 3-5, 22-25
   2. Georgia, Written Checks, Unit 36-1
   3. Milady, State Board Exam Review, p. 12, p. 20
   4. Prentice-Hall, Instructor's Resource Manual, p. 8

TASK

15 Manicuring and pedicuring nails

PERFORMANCE OBJECTIVE

Give a manicure and pedicure to a patron.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Nail structure
b. Nail disorders
c. Equipment, implements and materials
d. Nail shapes and problems
e. Procedure for manicures and pedicures (water, polish change, hot oil, repairs, artificial nails)
f. Safety precautions

Provide Demonstration On:

a. Manicuring techniques
b. Pedicuring techniques
c. Uses of equipment

Provide Practical Application On:

a. Manicuring (several different nail shaps)
b. Pedicuring

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 25-1
b. Keystone, "Manicuring"
c. Bergwall, "Manicuring Explained"
d. Hays, "Material on Manicuring and Pedicuring"

Student Manuals:

Georgia, Unit 25

Tools and Materials:

continued on back

CLASSROOM HOURS

21

EVALUATION (15)

a. Given a patron and necessary supplies and equipment, give a manicure suited to the patron's needs and desires. The manicure should remove soil and dead cuticles and be completed within a professionally accepted time of 45 minutes.

b. Performance Guide, V-Tecs, pp 74-78

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology Volume I: Skills, p. 80

d. Written Check
   1. Georgia, Written Checks, Units 25-1, 25-2
   2. Milady, State Board Exam Review, pp 68-69
   3. Dalton, State Board Exam Review, p. 315
   4. Prentice-Hall, Instructor's Resource Manual, p. 146

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Steel file
b. Emery board
c. Orange-wood stick
d. Pusher
e. Cuticle scissors
f. Nail brush
g. Nail buffer
h. Finger bowl
i. Cotton
j. Nail cleanser
k. Nail polish remover
l. Cuticle oil
m. Cuticle cream
n. Bleach
o. Cuticle solvent
p. Nail polish
q 70% alcohol
r. Powdered styptic
s. Tweezers

TASK

16 Creating ridge curls and skip waves

PERFORMANCE OBJECTIVE

Set ridge curls and skip waves.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of ridge and skip waves
b. Procedure for making ridge and skip waves

Provide Demonstration On:

a. Procedures for making ridge curls
b. Procedure for making skip waves

Provide Practical Application On:

Making ridge curls and skip waves on manikins and live models

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 31-1
b. Hays, "Hairdressing for Beginners"

Student Manuals:

a. Georgia, Unit 31
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Disinfecting solution

CLASSROOM HOURS

15

EVALUATION (16)

a. Given a patron and necessary supplies and equipment, set ridge curls and skip waves on either side of a live model. The procedure must please the patron, feature smooth even waves and be completed within 15 to 20 minutes.

b. Georgia, Written Checks, Unit 31-1

TASK

17 Giving a basic scissors cut

PERFORMANCE OBJECTIVE

Give a basic scissors cut.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in hair cutting
b. Sectioning the hair
c. Cutting procedure
d. Thinning and tapering hair
e. Shaping hair (wet or dry)
f. Checking haircut
g. Blocking

Provide Demonstration On:

a. Entire cutting procedure
b. Methods of checking

Provide Practical Application On:

a. Sectioning
b. Thinning and tapering
c. Shaping
d. Checking haircut

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 13-1
b. Georgia, slide set 13-2
c. Georgia, slide set 13-3
d. Keystone, "Hair Shaping"
e. Hays, "Haircutting"
f. Prentice-Hall, "Hairshaping"

Student Manuals:

a. Georgia, Unit 13
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

continued on back

CLASSROOM HOURS

36

EVALUATION (17)

a. Given necessary equipment and supplies, give patron a basic scissors cut which properly blends to form a semi-circle if combed straight out from the scalp. The cut should please the patron and should be completed within professionally accepted time limits.

Performance Guide, V-Tecs, p. 21

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 13

Written Check
1. Milady, State Board Exam Review, p. 31
2. Dalton, State Board Exam Review, p. 247
3. Prentice-Hall, Instructor's Resource Manual, p. 34
4. Georgia, Written Checks, Unit 13-1

TASK

18 Giving a precision hair cut

PERFORMANCE OBJECTIVE

Give a precision hair cut.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in precision hair cuts
b. Techniques for advanced hair cuts
c. Checking precision cuts

Provide Demonstration On:

Different types of precision hair cuts

Provide Practical Application On:

Giving precision cuts

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 13A-1
b. Georgia, slide set 13A-2
c. Georgia, slide set 13A-3
d. Georgia, slide set 13A-4
e. Keystone, "Men's Hairstyling"
f. Aura filmstrips, Pivot Point International
g. Hays, "Haircutting"
h. Prentice-Hall, "Hairshaping"

Student Manuals:

a. Georgia, Unit 13
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

Cosmetology kit

CLASSROOM HOURS

3

EVALUATION (18)

a. Given necessary equipment and supplies and provided with a a patron, give patron a precision hair cut which pleases the patron and is completed within professionally accepted time limits.

Performance Guide, V-Tecs, p. 21

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 13

TASK

19 Styling hair (advanced)

PERFORMANCE OBJECTIVE

Perform advanced hair styling.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Art-line and design
b. Sequence of comb-out
    1. Dry mold
    2. Relax
    3. Back combing
    4. Form
    5. Execution
    6. Ornamentation
c. Setting a head of hair with rollers and pin curls
d. Combing out hair
e. Dry setting
f. Creating styles with long hair

Provide Demonstration On:

a. Various advanced setting techniques
b. Various comb-out techniques
c. Advanced uses of setting implements

Provide Practical Application On:

a. Advanced methods of setting
b. Comb-out methods
c. Styling implements

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Aura filmstrips, Pivot Point International
b. Hays, "Hairdressing for Seniors"

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Hair spray
e. Blow dryer
f. Curling iron
g. Heated rollers
h. Disinfecting solution

CLASSROOM HOURS

6

EVALUATION (19)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, complete a basic hair style which satisfies the patron. Conceal pins used to achieve the style. The style should be completed within professionally accepted time limits.

b. Performance Guide, V-Tecs, pp 37-38

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

d. Written Check
   1. Milady, State Board Exam Review, p. 35
   2. Dalton, State Board Exam Review, p. 243
   3. Prentice-Hall, Instructor's Resource Manual, p. 42

TASK

20 Determining the porosity of hair

PERFORMANCE OBJECTIVE

Determine the porosity of a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Normal hair
b. Resistant hair
c. Causes of porosity variations
d. Treatment

Provide Demonstration On:
On:

How to determine porosity

Provide Practical Application On:

Determining the porosity of a patron's hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Scott, et al.
c. Dalton
d. Barrett
e. Powitt
f. Colletti

Student Manuals:

Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

Bergwall, "Shampoo and Hair Care"

CLASSROOM HOURS

5

EVALUATION (20)

a. Given a patron and necessary equipment and supplies, determine the porosity of a patron's hair. The analysis should closely match that of the instructor.

b. Written Check
   1. Milady, State Board Exam Review, p. 16
   2. Dalton, State Board Exam Review, p. 203
   3. Prentice-Hall, Instructor's Resource Manual, p. 8

TASK

21 Giving a permanent wave

PERFORMANCE OBJECTIVE

Section, wrap and process a permanent wave.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cold waving
   1. Physical actions
   2. Chemical actions
b. Composition of hair
c. Scalp and hair analysis
d. Rod selection
e. Permanent wave solutions
f. Blockings
g. Testing curls
h. Preparing the patron
i. Procedures
j. Processing time
k. Rinsing and blotting
l. Neutralization
m. Safety
n. Cleaning and storing
o. Sectioning and blocking
p. Rod selection
q. End papers
r. Wrapping the hair
s. Analyzing hair and scalp
t. Shaping the hair
u. Wrapping the hair
v. Curl tests
w. Application procedures
x. Finishing styles

Provide Demonstration On:

a. Preparing the patron
b. Application procedure
c. Sectioning, blocking, shaping and rolling the hair
d. Curl tests
e. Application procedures

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INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti
f. Barrett

A/Vs:

a. Georgia, slide set 5-1
b. Georgia, slide set 5-2
c. Georgia, slide set 5-3
d. Georgia, slide set 5-4
e. Georgia, slide set 5-5
f. Georgia, slide set 5-6
g. Georgia, slide set 14-1
h. Georgia, slide set 14-2
i. Keystone, "Permanent Waving"
j. Hays, "Permanent Waving"

Student Manuals:

Georgia, Unit 5

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CLASSROOM HOURS

51

EVALUATION (21)

a. Given a patron and necessary equipment and supplies, give a permanent wave according to patron's needs and desires. The hair should be rolled and processed correctly, resulting in the desired curl. Permanent should be completed within professionally accepted time standards 1 1/2 to 2 hours.

b. Performance Guide, V-Tecs, p. 57

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 5-1, 14-1, 14-2
   2. Milady, State Board Exam Review, pp 52, 57-67
   3. Dalton, State Board Exam Review, p. 273
   4. Prentice-Hall, Instructor's Resource Manual, p. 92

INSTRUCTIONAL ACTIVITIES

Provide Practical Application On:

a. Sectioning, blocking, shaping and rolling hair
b. Testing curls
c. Applying and removing solutions
d. Sectioning blocking, shaping and rolling hair
e. Applying and removing solutions
f. Testing curls
g. Styling and finishing

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Gloves
c. Cotton
d. Protective creme
e. End papers
f. Perm rods
g. Applicator bottles
h. Waving lotion
i. Neutralizer
j. Shampoo
k. Neutral rinse
l. Record card
m. Disinfecting solution

TASK

22 Giving special purpose permanent waves

PERFORMANCE OBJECTIVE

Process a special purpose permanent wave.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Special problems in permanent waving
b. Hair tinted with metallic dye
c. Curl reduction
d. Partial permanent waves
e. Waving long hair

Provide Demonstration On:

Permanent application procedures

Provide Practical Application On:

Special permanent application techniques

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 15-1
b. Keystone, "Permanent Waving"

Student Manuals:

Georgia, Unit 15

Tools and Equipment:

continued on back

CLASSROOM HOURS

3

EVALUATION (22)

a. Given a patron and necessary equipment and supplies, give a special purpose permanent wave according to patron's needs and desires. The permanent should be processed, resulting in the desired curl. Completion should be within professionally accepted time limits 1 1/2 to 2 hours.

b. Performance Guide, V-Tecs, p. 57

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 15-1
   2. Milady, State Board Exam Review, pp 68-74

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Gloves
c. Cotton
d. Protective cream
e. End papers
f. Perm rods
g. Applicator bottles
h. Waving lotion
i. Neutralizer
j. Shampoo
k. Record card
l. Disinfecting solution

TASK

23 Relaxing hair with chemicals

PERFORMANCE OBJECTIVE

Chemically relax the hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of hair relaxing
b. Action of chemical products
c. Basic relaxing steps
d. Hair analysis
e. Application procedures
f. Hair types and textures
g. Degree of permanence
h. Disulfide or S-l bonds
i. Finishing methods
j. Ammonium thioglycolate solution
k. Sodium hydrozide

Provide Demonstration On:

a. Application procedures
b. Safety precautions
c. Hair analysis

Provide Practical Application On:

a. Hair analysis
b. Application procedures
c. Finishing methods

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti

Student Manuals:

a. Georgia, Unit 32
b. Revlon-Realistics, How to Style Book for Overly-Curly Hair

A/Vs:

a. Georgia, slide set 32-1
b. Keystone, "Hair Straightening"

Tools and Equipment:

continued on back

CLASSROOM HOURS

39

EVALUATION (23)

a. Given a patron with overly-curly hair, necessary equipment and supplies, select and apply a chemical relaxer which satisfies the patron, removes unwanted curls and leaves the hair in good condition. The procedure should be completed within professionally accepted time limits 1 to 2 hours.

b. Performance Guide, V-Tecs, p. 59

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 32-1
   2. Milady, State Board Exam Review, p. 57, p. 74
   3. Dalton, State Board Exam Review, p. 279
   4. Prentice-Hall, Instructor's Resource Manual, p. 92

INSTRUCTIONAL MATERIALS

Tools and Equipment

a. Cosmetology kit
b. Butterfly clamps
c. Large tooth comb
d. Protective cream
e. Relaxer
f. Timer
g. Gloves
h. Spatula
i. Dish
j. Protective base
k. Soapless detergent shampoo
i. Neutralizer
m. Disinfecting solution
n. Record card

TASK

24 Pressing overly-curly hair

PERFORMANCE OBJECTIVE

Press overly-curly hair with heat.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Characteristics of the hair and scalp
b. Examination of the hair and scalp
c. Corrective treatments
d. Proper care of pressing curls
e. Procedures in pressing
f. Safety precautions

Provide Demonstration On:

Hair pressing techniques

Provide Practical Application On:

Pressing overly-curly hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett

A/Vs:

a. Georgia, slide set 42-1
b. Keystone, "Super Curly Hair"

Student Manuals:

Georgia, Unit 42

Tools and Equipment:

a. Cosmetology kit
b. Pressing comb
c. Pressing oil
d. Pomade

CLASSROOM HOURS

5

EVALUATION (24)

a. Given a patron with overly-curly hair and necessary supplies and equipment, mechanically press the patron's hair. The procedure should temporarily straighten the hair and should be completed within 20 to 30 minutes.

b. Written Check
   1. Milady, State Board Exam Review, p. 60
   2. Dalton, State Board Exam Review, p. 287

TASK

25 Applying temporary hair coloring

PERFORMANCE OBJECTIVE

Apply a temporary hair rinse.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of temporary hair coloring (rinse, crayons, mascara, sprays, high-lighting color shampoo, and cream)
b. Selecting color
c. Temporary hair color procedures
d. Application types
e. Safety precautions

Provide Demonstration On:

a. Preparing patrons
b. Application techniques

Provide Practical Application On:

a. Selecting color
b. Methods of application

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti
e. Powitt

A/Vs:

a. Georgia, slide set 17-1
b. Georgia, slide set 17-2
c. Keystone, "Hair Coloring"
d. Clairol, "Temporary Colors"
e. Prentice-Hall, "Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Units 16, 17
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

a. Cosmetology kit
b. Color rinse
c. Color chart
d. Brush/applicator bottle
e. Swab
f. Plastic cap
g. Disinfecting solution

CLASSROOM HOURS

25

EVALUATION (25)

a. Given a patron and necessary equipment and supplies, select and apply a temporary rinse which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 46

c. Written Check
   1. Georgia, Written Checks, Unit 17-1
   2. Milady, State Board Exam Review, pp 42, 91-94
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

TASK

26 Applying semi-permanent hair colors

PERFORMANCE OBJECTIVE

Apply semi-permanent hair coloring.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Semi-permanent tints
b. Characteristics of semi-permanent tints
c. Types of semi-permanent coloring
d. Selection of colors
e. Preparation of patron
f. Procedures for application (shampoo bowl and station)
g. Applicator implements
h. Application approaches (soap cap, 3 to 6 shampoo color, glamour bath, henna preparation and filters)
i. Color test
j. Preparing formula

Provide Demonstration On:

a. Preparing patrons
b. Application techniques

Provide Practical Application On:

a. Selection of colors
b. Preparing patrons
c. Application procedures
d. Color test
e. Preparing formula

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti

A/Vs:

a. Georgia, slide set 18-1
b. Georgia, slide set 18-2
c. Keystone, "Hair Coloring"
d. Clairol, "Series on Semi-Permanent Hair Color"
e. Prentice-Hall, "Hair Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 18
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

CLASSROOM HOURS

3

EVALUATION (26)

a. Given a patron and necessary equipment and supplies, select and apply a semi-permanent hair coloring which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 44

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 18-1
   2. Milady, State Board Exam Review, pp 42, 93-94
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Plastic cap
c. Gloves
d. Powder
e. Color developer
f. Timer
g. Applicator
h. Comb
i. Protective
j. Shampoo
k. Neutral rinse
l. Stain remover
m. Record card
n. Statement
o. Disinfecting solution

TASK

27 Applying permanent hair colors

PERFORMANCE OBJECTIVE

Select and apply a permanent hair color to a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of permanent coloring
b. Predisposition test procedure
c. Color selection
d. Sectioning
e. Permanent coloring procedure
f. Color development
g. Removing tint stains

Provide Demonstration On:

a. Predisposition test procedure
b. Sectioning
c. Permanent coloring procedure

Provide Practical Application On:

a. Application techniques
b. Preparing patrons

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 19 A-1
b. Keystone, "Hair Coloring"
c. Clairol, "Series on Hair Color"
d. Prentice-Hall, "Hair Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 19 A
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

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CLASSROOM HOURS

16

EVALUATION (27)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, select and apply a permanent hair coloring which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 47

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 19A-7
   2. Milady, State Board Exam Review, pp 42, 95-99
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towel
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Shampoo
j. Neutral rinse
k. Stain remover
l. Record card
m. Release statement

TASK

28 Administering a predisposition and metallic salts test

PERFORMANCE OBJECTIVE

Administer a predisposition and metallic salts test to a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Tests for metallic salts
   1. Lead
   2. Silver
   3. Copper
b. Patch test
   1. Selecting area
   2. Mixing solution
c. Patch test results

Provide Demonstration On:

a. Testing procedures
b. Interpreting test results

Provide Practical Application On:

a. Giving patch tests
b. Giving tests for metallic salts

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 19 B-1
b. Clairol, "Series on Hair Color"

Student Manuals:

a. Georgia, Unit 19 B
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

Cosmetology kit

CLASSROOM HOURS

3

EVALUATION (28)

a. Given a patron (freshly shampooed) and necessary supplies and equipment, administer a predisposition and metallic salts test.

Written Check

1. Milady, State Board Exam Review, p. 42
2. Dalton, State Board Exam Review, p. 257
3. Prentice-Hall, Instructor's Resource Manual, p. 75

TASK

29 Selecting colors for a patron's hair

PERFORMANCE OBJECTIVE

Select an appropriate color for a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Selection factors
b. Tone values
c. Strand test
d. Strand test procedures
e. Lapinal formulas

Provide Demonstration On:

a. Selection techniques
b. Applying selection formulas

Provide Practical Application On:

Selecting hair colors

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

Student Manuals:

a. Georgia, Unit 19 C
b. Clairol, Professional Encyclopedia of Hair Color and Hair Care

A/Vs:

a. Georgia, slide set 19 C-1
b. Clairol, "Series on Hair Color"
c. Keystone, "Hair Coloring"
d. Prentice-Hall, "Hair: Coloring and Lightening"

Tools and Equipment:

Cosmetology kit

CLASSROOM HOURS

3

EVALUATION (29)

a. Given patrons with varied hair textures and needs, make appropriate selections of hair coloring which pleases the patron and is acceptable according to professional standards in the judgement of the instructor.

b. Written Check
   1. Georgia, Written Checks, Unit 19 C-1
   2. Milady, State Board Exam Review, p. 42
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

TASK

30 Applying hair lighteners to virgin hair

PERFORMANCE OBJECTIVE

Lighten virgin hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of lightening
b. Types of lighteners
c. Mixing procedures
d. Application procedures
e. Purpose of toners
f. Types of toners
g. Color selection
h. Mixing toners
i. Toner application procedure
j. Procedure for lightening and toning hair
k. Safety precautions

Provide Demonstration On:

a. Mixing procedures
b. Application procedures

Provide Practical Application On:

a. Mixing procedures
b. Application techniques

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 20-1
b. Georgia, slide set 20-2
c. Georgia, slide set 20-3
d. Keystone, "Hair Coloring"
e. Clairol, "Series on Hair Color"
f. Prentice-Hall,"Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 20
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

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CLASSROOM HOURS

15

EVALUATION (30)

a. Given a patron with virgin hair and necessary equipment and supplies, select and apply a hair lightener to achieve the desired shade. The procedure should leave the hair in good condition and result in even color removal.

b. Performance Guide, V-Tecs, p. 50

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 20-1
   2. Milady, State Board Exam Review, pp 42, 86-91
   3. Dalton, State Board Exam Review, p. 267
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Powder
d. Timer
e. Lightening material
f. Activator
g. Developers
h. Shampoo
i. Bowl/applicators
j. Toner
k. Plastic cap
l. Record card
m. Release statement

TASK

31 Retouching prelightened hair

PERFORMANCE OBJECTIVE

Retouch the new growth of prelightened hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedure for retouching
b. Safety precautions
c. Toner
d. Purpose for retouching

Provide Demonstration On:

Procedures for retouching

Provide Practical Application On:

Retouching (in various colors) new growth of prelightened hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett

Student Manuals:

a. Georgia, Unit 21
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

a. Georgia, slide set 21-1
b. Georgia, slide set 21-2
c. Keystone, "Hair Coloring"
d. Clairol, "Series on Hair Color"
e. Prentice-Hall, "Hair: Coloring and Lightening"

Tools and Equipment:

continued on back

CLASSROOM HOURS

9

EVALUATION (31)

a. Given a patron and necessary supplies and equipment, retouch the new growth of prelightened hair. The procedure will result in an even distribution of hair color from scalp to hair ends.

b. Performance Guide, V-Tecs, p. 52

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Milady, State Board Exam Review, p. 42
   2. Dalton, State Board Exam Review, p. 267
   3. Prentice-Hall, Instructor's Resource Manual, p. 75
   4. Georgia, Written Checks, Unit 21-1

INSTRUCTIONAL MATERIALS

Tools and Materials:

a. Cosmetology kit
b. Towels
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Neutral rinse
j. Stain remover
k. Record card
l. Release statement

TASK

32 Frosting, streaking and tipping

PERFORMANCE OBJECTIVE

Frost, streak and tip a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedure for mixing colors
b. Procedure for frosting (with cap and with foil)
c. Procedure for streaking

Provide Demonstration On:

a. Procedure for mixing colors used in frosting, streaking and tipping
b. Procedure for frosting with a plastic cap or foil
c. Procedure for streaking

Provide Practical Application On:

a. Mixing colors
b. Frosting with a plastic cap
c. Frosting with foil
d. Streaking hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti
f. Prentice-Hall, "Hair: Coloring and Lightening"

A/Vs:

a. Georgia, slide set 22-1
b. Georgia, slide set 22-2
c. Georgia, slide set 22-3
d. Keystone, "Hair Coloring"
e. Clairol, "Special Effects and Super Streak"

Student Manuals:

a. Georgia, Unit 22
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

CLASSROOM HOURS

6

a. Given a patron and necessary equipment and supplies, either frost, streak or tip the patron's hair. The procedure should result in an even color distribution, leave the hair in good condition and please the patron.

b. Performance Guide, V-Tecs, pp 53-56

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Milady, State Board Exam Review, p. 42
   2. Dalton, State Board Exam Review, p. 267
   3. Prentice-Hall, Instructor's Resource Manual, p.75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towel
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Shampoo
j. Neutral rinse
k. Stain remover
l. Record card
m. Release statement
n. Foil
o. Plastic cap

TASK

33 Creating special effects with hair coloring

PERFORMANCE OBJECTIVE

Create special effects with hair coloring.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of special effects
b. Low lighting techniques
c. Rembrandting
d. Bronzing
e. Flaming technique
f. Glazing or sunbursting
g. Fire bursting
h. Sunshining
i. Marbelizing
j. Collaging
k. Cognacing
l. Hazing
m. Tortoise shelling
n. Naturalizing
o. Glossing
p. Spicing

Provide Demonstration On:

Techniques for applying several popular special effects hair coloring treatments

Provide Practical Application On:

Several different popular special effects techniques

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

Student Manuals:

Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

a. Clairol, "Special Effects"
b. Clairol, "Super Streak"

CLASSROOM HOURS

6

EVALUATION (33)

Given a patron desiring a special effect hair coloring treatment and necessary equipment and supplies, create a special hair coloring effect which is pleasing to the patron and judged appropriately applied by the instructor.

TASK

34 Detecting and correcting problems related to hair coloring

PERFORMANCE OBJECTIVE

Detect and correct problems relating to hair coloring.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of filler
b. Types of filler
c. Advantages of filler
d. Application procedure
e. Purpose for removing aniline derivative tint
f. Types of removers
g. Procedure for changing tint back to natural color
h. Procedure for spot lightening
i. Reconditioning damaged hair

Provide Demonstration On:

a. Filler application techniques
b. Aniline derivative tint removal techniques
c. Techniques for changing tint back to natural color
d. Technique for spot lightening and reconditioning damaged hair

Provide Practical Application On:

Applying fillers, removing tint, spot lightening and reconditioning

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 23-1
b. Georgia, slide set 23-2
c. Georgia, slide set 23-3
d. Clairol, "Series on Hair Color"

Student Manuals:

a. Georgia, Unit 23
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

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CLASSROOM HOURS

6

EVALUATION (34)

a. Given a patron and necessary supplies and equipment, detect and correct any problems related to hair coloring. The procedure must leave a satisfactory appearance which is pleasing to the patron and judged appropriate by the instructor.

b. Performance Guide Sheet, V-Tecs, p. 49

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Georgia, Written Checks, Unit 23-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Bowl/applicator
d. Shampoo
e. Timer
f. Record card
g. Protective cream
h. Cotton
i. Foil
j. Gloves
k. Power
l. Release statement

TASK

35 Giving facials

PERFORMANCE OBJECTIVE

Give a facial to a patron.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Theory of massage
b. Basic manipulations (effleurage petrissage, friction, percussion, vibration)
c. Skin disorders
d. Purpose for facial
e. Physiological effects of massage
f. Preparation of patron
g. Procedure for plain facial
h. Facial manipulation
i. Problems of dry and oily skin
j. Procedure for dry skin
k. Procedure for oily skin

Provide Demonstration On:

a. Types of manipulations
b. Preparation of patron
c. Facial procedures for various types of skin

Provide Practical Application On:

a. Facials for oily skin
b. Facials for normal-to-dry skin

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett
f. Milady

A/Vs:

a. Georgia, slide set 28 B-1
b. Georgia, slide set 28 B-2
c. Georgia, slide set 28 B-3
d. Keystone, "Facial Massage"

Student Manuals:

a. Georgia, Unit 28-A
b. Georgia, Unit 28-B

Tools and Equipment:

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CLASSROOM HOURS

9

EVALUATION (35)

a. Given a patron and necessary supplies and equipment, give a complete facial which is pleasing to the patron and is of professional quality as judged by the instructor.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, pp 54-55

c. Written Check
   1. Georgia, Written Checks, Units 28-A and 28-B
   2. Milady, State Board Exam Review, p. 73
   3. Dalton, State Board Exam Review, p. 295
   4. Prentice-Hall, Instructor's Resource Manual, p. 119

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Towls
b. Cotton
c. Cream
d. Lotion
e. Spatula
f. Steamer
g. Infra-red tissues
h. Make-up
i. Head covering

TASK

36 Arching eyebrows

PERFORMANCE OBJECTIVE

Arch a patron's eyebrows.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for arching
b. Implements and supplies
c. Procedure for giving an eyebrow arch
d. Corrective placing and shaping
e. Using the eyebrow pencil
f. Fashion effects

Provide Demonstration On:

a. Use of tools and implements
b. Techniques for giving an eyebrow arch
c. Uses for the eyebrow pencil

Provide Practical Application On:

a. Using various tools and equipment
b. Arching eyebrows

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 30-1
b. Keystone, "Make-Up"

Student Manuals:

a. Georgia, Unit 30
b. Keystone, Esthetics

Tools and Equipment:

a. Emollient cream
b. Cotton
c. Tissues
d. Eyebrow brush
e. Tweezers
f. Astringent
g. Antiseptic
h. Eyebrow pencil

CLASSROOM HOURS

3

EVALUATION (36)

a. Given a patron and necessary supplies and equipment, arch a patron's eyebrows in such a manner that it pleases the patron and leaves the brow area free of disorderly hair growth and irritation.

b. Performance Guide, V-Tecs, pp 79-80

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 25

d. Written Check
   1. Milady, State Board Exam Review, p. 76
   2. Prentice-Hall, Instructor's Resource Manual, p. 128

TASK

37 Applying facial make-up

PERFORMANCE OBJECTIVE

Apply facial make-up to a patron.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for make-up
b. Implements and supplies
c. Procedure for applying make-up
d. Corrective make-up
e. Make-up for facial types
f. Selecting make-up colors to enhance the client's personal coloring

Provide Demonstration On:

a. Basic application techniques
b. Make-up procedures on different facial types

Provide Practical Application On:

Applying make-up

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

Keystone, "Make-up"

Student Manuals:

a. Georgia, Unit 29
b. Keystone, Esthetics
c. Traynois, Guide to Make-up

Tools and Equipment:

continued on back

CLASSROOM HOURS

10

EVALUATION (37)

a. Given a patron and necessary supplies and equipment, apply either daytime or evening make-up which is pleasing to the patron and judged appropriately applied by the instructor.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills , pp 54-55

c. Written Check
   1. Georgia, Written Checks, Unit 29-1
   2. Milady, State Board Exam Review, p. 75
   3. Dalton, State Board Exam Review, p. 311
   4. Prentice-Hall, Instructor's Resource Manual, p. 128

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Towels
b. Tissue
c. Cotton swabs
d. Disposable sponges and puffs
e. Sheets
f. Head coverings
g. Spatulas
h. Containers
i. Cleansers
j. Lotions
k. Astringents
l. Make-up

TASK

38 Tinting lashes and brows

PERFORMANCE OBJECTIVE

Give a lash and brow color treatment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for tinting
b. Procedure for tinting
c. Safety precautions

Provide Demonstration On:

a. Techniques and procedures for applying tints
b. Procedure for insuring safety

Provide Practical Application On:

Tinting eyebrows and lashes

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

Georgia, slide set 24-1

Student Manuals:

Georgia, Unit 24

Tools and Equipment:

continued on back

CLASSROOM HOURS

3

EVALUATION (38)

a. Given a patron and necessary supplies and equipment, give a lash and brow color treatment which pleases the patron. The area around the lashes and brows must be free of tint.

b. Performance Guide, V-Tecs, pp 80-83

c. Georgia, Written Checks, 24-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Cotton
d. Boric acid solution
e. Vaseline
f. Shampoo
g. Cream
h. Color
i. Color developer
j. Tooth picks
k. Shields
l. Petroleum jelly

TASK

39 Cleaning and styling wigs

PERFORMANCE OBJECTIVE

Clean and style a wig.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of wigs
b. Types of wigs
c. Wig measurements
d. Ordering wigs
e. Altering wigs
f. Shaping wigs
g. Coloring wigs
h. Conditioning
i. Cleaning
j. Setting and comb-out
k. Synthetic fibers

Provide Demonstration On:

a. Measuring for a wig
b. Cleaning, coloring, conditioning and styling a wig

Provide Practical Application On:

a. Measuring wigs
b. Shaping wigs
c. Coloring wigs
d. Conditioning wigs
e. Cleaning wigs
f. Setting and combing out wigs

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 27-1
b. Keystone, "Wigs and Wiglets"
c. Hays, "Wigs and Hair Pieces"

Student Manuals:

Georgia, Unit 27

Tools and Equipment:

continued on back

CLASSROOM HOURS

12

EVALUATION (39)

a. Given necessary equipment and supplies, clean and style a wig. The cleaning procedure will remove all soil from the wig without altering the foundation size or the comb-out. Styling must satisfy the patron.

b. Performance Guide, V-Tecs, pp 69-73

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 47

d. Written Check
   1. Milady, State Board Exam Review, p. 41
   2. Dalton, State Board Exam Review, p. 323
   3. Prentice-Hall, Instructor's Resource Manual, p. 56
   4. Georgia, Written Checks, Unit 27-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Rubber gloves
c. Wig
d. T pins
e. Liquid container
f. Wide tooth comb
g. Towel
h. Wig cleaner
i. Swivel clamp
j. Plastic bag
k. Wig block
l. Disinfecting solution

TASK

40 Removing unwanted hair

PERFORMANCE OBJECTIVE

Recognize the need for and remove superfluous hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Electrolysis
   1. Galvanic treatment
   2. Shortwave treatment
b. Purpose of hair removal
c. After treatment procedures
d. Chemical depilatories
e. Safety precautions
f. Hair removal techniques
g. Wax hair removal

Provide Demonstration On:

a. Removing hair with a galvanic treatment
b. Removing hair with a short-wave treatment
c. Removing hair with depilatory

Provide Practical Application On:

a. Utilizing the various electrolysis methods for removing hair
b. Using a depilatory to remove unwanted hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

Keystone, "Superfluous Hair"

Student Manuals:

Georgia, Unit 33

Tools and Materials:

a. Cleanser
b. Talcum powder
c. Cotton
d. Body lotion
e. Chemical depilatory
f. Skin soap
g. Towels
h. Galvanic machine
i. Shortwave machine

CLASSROOM HOURS

3

EVALUATION (40)

a. Given patrons and necessary supplies and equipment, remove unwanted hair using galvanic, shortwave and depilatory hair removal methods. The resulting procedure should please the patron, completely remove unwanted hair and leave the area free from inflamation.

b. Written Check
   1. Georgia, Written Checks, Unit 33-1
   2. Milady, State Board Exam Review, pp 77-78
   3. Prentice-Hall, Instructor's Resource Manual, p. 128

TASK

41 Applying anatomy and physiology concepts

PERFORMANCE OBJECTIVE

Apply anatomy and physiology concepts.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cells
b. Tissues
c. Organs
d. Systems
    1. Skeletal
    2. Muscular
    3. Nervous
    4. Blood Vascular
e. Lymph-vascular system
f. Arteries of the head, face and neck
g. Endocrine system
h. Excretory system
i. Urinary system
j. Respiratory system
k. Digestive system

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Barrett
d. Scott, et al.
e. Powitt
f. Colletti
g. Swaton

A/Vs:

a. Georgia, slide set 35-1
b. Georgia, slide set 35-2
c. Georgia, slide set 35-3
d. Georgia, slide set 35-4
e. Georgia, slide set 35 A-1
f. Georgia, slide set 35 A-2
g. Georgia, slide set 35 A-3
h. Georgia, slide set 35 B-1
i. Georgia, slide set 35 B-2
j. Georgia, slide set 35 B-3
k. Keystone, "Histology Anatomy"

Student Manuals:

a. Georgia, Unit 35
b. Georgia, Unit 35 A
c. Georgia, Unit 35 B

CLASSROOM HOURS

25

EVALUATION (41)

a. Given a written examination covering anatomy and physiology, answer questions with 85% accuracy.

b. Written Check
   1. Georgia, Written Checks, Units 35-1, 35-2, 35-3, 35-4, 35 A-1, 35 A-2, 35 A-3, 35 B-1, 35 B-2 and 35 B-3
   2. Milady, State Board Exam Review, pp 95-103
   3. Dalton, State Board Exam Review, pp 343-362
   4. Prentice-Hall, Instructor's Resource Manual, p. 154

TASK

42 Using electricity in cosmetology

PERFORMANCE OBJECTIVE

Make use of electricity in cosmetology.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. Basic devices
c. Safety in use of devices
d. Electrical equipment in cosmetology
e. Safety in cosmetology shop

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Scott, et al.

Student Manuals:

Georgia, Unit 39

A/Vs:

Keystone, "Electricity"

CLASSROOM HOURS

5

EVALUATION (42)

a. Given various electrical implements, the student will demonstrate a working knowledge of each, including special safety precautions.

b. Written Check
   1. Georgia, Written Checks, Unit 39-1
   2. Milady, State Board Exam Review, p. 79

TASK

43 Applying basic chemistry concepts

PERFORMANCE OBJECTIVE

Apply basic chemistry concepts in cosmetology.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Proteins
b. Hard keratin
c. Amino acids
d. Atoms and molecules
e. Types of bonds
f. The pH scale
g. Physical changes
h. Chemical changes
i. Oil and water emulsion

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Powitt
c. Swaton
d. Dalton
e. Scott, et al.
f. Colletti

Student Manuals:

a. Georgia, Unit 38
b. Swaton, Chemistry for the Cosmetology Student

A/Vs:

Keystone, "Chemistry for Cosmetologists"

CLASSROOM HOURS

9

EVALUATION (43)

a. Given a written examination covering basic chemistry concepts, answer questions with 85% accuracy.

b. Written Check
   1. Georgia, Written Checks, Units 38-1, 38-2 and 38-3
   2. Milady, State Board Exam Review, p. 82
   3. Milady, Hair Structure and Chemistry, pp 30-42
   4. Dalton, State Board Exam Review, p. 337
   5. Prentice-Hall, Instructor's Resource Manual, p. 64

TASK

44 Managing the hair salon

PERFORMANCE OBJECTIVE

Manage the hair salon.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Salon types and locations
b. Types of leases and rent agreements
c. Permits and public utilities
d. Financing the new salon
e. Reception area
f. Styling area
g. The supply room
h. Salon personnel
i. Salon operating costs
j. Recordkeeping
k. Utilization of beauty schools
l. Salon advertising
m. Merchandising
n. Keypoint for successful salon management

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.

Student Manuals:

Georgia, Units 40 and 40 A

A/Vs:

a. Keystone, "Job Interviews"
b. Prentice-Hall, "Crossroads: Personal Management Grooming"
c. Milady, "Telephone Techniques for the Beauty Salon"

CLASSROOM HOURS

7

EVALUATION (44)

a. Given necessary information and equipment, plan a beauty shop using good management techniques.

b. Written Check
   1. Milady, State Board Exam Review, p. 86
   2. Prentice-Hall, Instructor's Resource Manual, p. 164

TASK

45 Preparing for the State Board of Cosmetology Examination

PERFORMANCE OBJECTIVE

Prepare for the State Board of Cosmetology Examination.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Review for examination
b. Materials and equipment needed for examinations
c. Application for examination
d. Blood test requirements

INSTRUCTIONAL MATERIALS

Student Manuals:

Georgia, Unit 41

CLASSROOM HOURS

6

EVALUATION (45)

a. Given the necessary information, list the materials and equipment for the State Board Examination and correctly make an application for the examination.

b. Written Check
   1. Georgia, Written Checks, Unit 41-1
   2. Milady, State Board Exam Review, p. 104

SECTION VI

REFERENCES, RESOURCES

INSTRUCTIONAL RESOURCE MATRIX

Introduction

The following Instructional Resource Matrix lists the instructional resources available to carry out the learning activities in each unit in the program. The resources are divided into three categories.

A/Vs. Each type of A/V is identified by a symbol as follows: Filmstrips (FS), Slides (S), Slides/Tapes (ST), Tapes (T) and Film Loops (FL).

Textbooks. Identified by author.

Student Manuals. Identified by instructional unit number.

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
01 Becoming oriented to the field of cosmetology	Georgia: 1-1, 1-2, 1-3 and 1B-1 (ST)	Standard Textbook, Scott, Dalton	Georgia: Units 1, 1a, 1b and 1c
02 Developing working relationships	Georgia: 3-1 (ST)	Standard Textbook	Georgia: Units 2a, 2b, 2c, 2d, 2e and 3
03 Making clockwise and counter-clockwise shapings	Georgia: 10-1 (ST); Hays: "Hairdressing for Beginners" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 10; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs
04 Finger waving	Georgia: 26-1 (ST); Keystone: "Finger-waving" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 26; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs
05 Setting pin curls to achieve desired style	Georgia: 11-1 and 11-2 (ST); Hays: "Hairdressing for Beginners" (ST); Keystone: "Pincurls" (ST); Milady: "Basic Pincurling" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 11; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs
06 Selecting basic roller patterns	Georgia: 9-1 and 9-2 (ST); Keystone: "Pincurls" (ST); Hays: "Hairdressing for Beginners" (ST); Hays: "Projects" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 9; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
07 Setting roller curls	Georgia: 12-1 (ST); Keystone: "Introduction to Hairstyling, Roller Setting and Curvature Hairstyling Comb-Out Techniques"; "Hairstyling to the Individual and Hair Parting" (ST); Pivot Point International: (ST); Hays: "Hairdressing for Beginners" (ST); "Hairstyles" (ST); Prentice-Hall: "Hair Care: Skills and Methods" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 12; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs
08 Waving and curling hair with curling irons and blowdryers	Georgia: 34-1, 12a-1, and 12a-2 (ST); Keystone: "Blow Styling, Air Waving, Instant Rollers, Thermal Roller Curl and Croquignole Curling" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Units 12a and 34
09 Performing sanitation and sterilization procedures	Georgia: 4a-2 and 4b (ST); Keystone: "Bacteriology and Sanitation" (ST)	Standard Textbook, Swaton, Powitt, Dalton	Georgia: Units 4a and 4b

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
10 Identifying the functions, characteristics and composition of hair	Bergwall: "Hair Care" (ST)	Powitt, Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 37
11 Shampooing a patron's hair and applying hair rinses	Georgia: 6-1 and 6-2 (ST); Keystone: "Shampooing" (ST); Bergwall: "Shampooing and Haircare" (ST)	Standard Textbook, Dalton, Scott, Colletti, Powitt	Georgia: Unit 6
12 Styling hair (basic)	Keystone: "Introduction to Hairstyling, Roller Setting and Curvature Hairstyling Comb-Out Techniques" (ST); Hays: "Hairdressing for Beginners" (ST); Hays: "Hairstyles" (ST); Hays: "Hairdressing Products" (ST); Prentice-Hall: "Hair Care: Skills and Methods" (ST)	Standard Textbook, Dalton, Scott, Colletti	Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs
13 Conditioning damaged hair and giving scalp treatments	Georgia: 7-1, 8-1, 8-2 and 8-3 (ST); Keystone: "Scalp Treatment" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Units 7 and 8

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
14 Identifying the parts and functions of the skin and scalp and recognizing the disorders	Keystone: "Cosmetic Dermatology" (ST); Prentice-Hall: "Skin and Hair Color" (ST)	Powitt, Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 36
15 Manicuring and pedicuring nails	Georgia: 25-1 (ST); Keystone: "Manicuring Explained"(ST); Bergwall: "Manicuring and Pedicuring" (ST)		
16 Creating ridge curls and skip waves	Georgia: 31-1 (ST); Hays: "Hairdressing for Beginners" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 31; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs
17 Giving a basic scissors cut	Georgia 13-1, 13-2, 13-3 (ST); Keystone: "Hairshaping" (ST); Hays: "Haircutting" (ST); Prentice-Hall: "Hairshaping" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 13; Keystone: Manual of Haircutting and Hairstyling
18 Giving a precision hair cut	Georgia: 13A-1, 13A-2, 13A-3 and 13A-4 (ST); Keystone: "Men's Hairstyling" (ST); Pivot Point International: (FS); Pivot Point International: (ST); Hays: "Haircutting" (ST); Prentice-Hall: "Hairshaping" (ST)	Standard Textbook, Dalton Scott, Colletti	Georgia: Unit 13a; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
19 Styling hair (advanced)	Pivot Point International: (ST)	Standard Textbook, Dalton, Scott, Colletti	
20 Determining the porosity of hair	Bergwall: "Shampoo and Hair Care" (ST)	Standard Textbook, Scott, Dalton, Barrett, Powitt, Colletti	Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
21 Giving a permanent wave	Georgia: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 14-1 and 14-2 (ST); Keystone: "Permanent Waving" (ST); Hays: "Permanent Waving" (ST)	Standard Textbook, Dalton, Scott, Powitt, Barrett, Colletti	Georgia: Units 5 and 14
22 Giving special purpose permanent waves	Georgia: 15-1 (ST); Keystone: "Perm Waving" (ST); Hays: Permanent Waving" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 15
23 Relaxing hair with chemicals	Georgia 32-1 (ST); Keystone: "Hair Straightening" (ST); Revlon Realistics: "How to Style Book for Over-Curly Hair" (ST)	Standard Textbook, Dalton, Scott, Powitt, Colletti	Georgia: Unit 32
24 Pressing overly-curly hair	Georgia: 42-1 (FL); Keystone: "Super Curly Hair" (ST)	Standard Textbook, Dalton, Scott, Barrett	Georgia: Unit 42

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
25 Applying temporary hair coloring	Georgia: 17-1 and 17-2 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Temporary Colors" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Colletti, Powitt	Georgia: Units 11 and 17
26 Applying semi-permanent hair colors	Georgia: 18-1 and 18-2 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Semi-Permanent Hair Color" (ST); Prentice-Hall: "Hair: Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Colletti, Powitt	Georgia: Unit 18
27 Applying permanent hair colors	Georgia: 19A-1 (ST); Keystone: "Color" (ST); Clairol: "Hair Coloring" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 19A
28 Administering a predisposition and metallic salts test	Georgia: 19B-1 (ST); Clairol: "Hair Color" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 19B

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
29 Selecting colors for a patron's hair	Georgia: 19C-1 (ST); Clairol: "Hair Color" (ST); Keystone: "Hair Coloring" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Barrett	Georgia: Unit 19C; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
30 Applying hair lighteners to virgin hair	Georgia: 20-1, 20-2, and 20-3 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Hair Color" (ST); Prentice-Hall: "Hair: Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 20; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
31 Retouching prelightened hair	Georgia: 21-1 and 21-2 (ST); Keystone: "Hair Coloring" (ST)	Standard Textbook, Dalton, Colletti, Scott	Georgia: Unit 21; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
32 Frosting, streaking and tipping	Georgia: 22-1, 22-2 and 22-3 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Special Effects and Super Streak" (ST); Prentice-Hall: "Hair: Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 22; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
33 Creating special effects with hair coloring	Clairol: "Special Effects and Super Streak" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 22; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
34 Detecting and correcting problems related to hair coloring	Georgia: 23-1, 23-2, and 23-3 (ST); Clairol: "Hair Color" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 23; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
35 Giving facials	Georgia: 28B-1, 28B-2 and 28B-3 (FL); Keystone: "Facial Massage" (ST)	Standard Textbook, Dalton, Scott, Barrett, Milady, Van Dean	Georgia: Units 28A and 28B
36 Arching eyebrows	Georgia: 30-1 (ST); Keystone: "Make-up" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 30
37 Applying facial make-up	Keystone: "Make-up" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 29
38 Tinting lashes and brows	Georgia: 24-1 (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 24
39 Cleaning and styling wigs	Georgia: 27-1 (ST); Keystone: "Wigs and Wiglets" (ST); Hays: "Wigs and Hair Pieces" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 27

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
40 Removing unwanted hair	Keystone: "Superfluous Hair" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 33
41 Applying anatomy and physiology concepts	Georgia: 35-1, 35-2, 35-3, 35-4, 35-A-1, 35-A-2, 35-A-3, 35-B-1, 35-B-2, 35-B-3 (T); Keystone: "Histology Anatomy" (ST)	Standard Textbook, Dalton, Barrett, Scott, Powitt, Colletti, Swaton	Georgia: Units 35, 35A and 35B
42 Using electricity in cosmetology	Keystone: "Electricity" (ST)	Standard Textbook, Scott	Georgia: Unit 39
43 Applying basic chemistry concepts	Keystone: "Chemistry for Cosmetologists" (ST)	Powitt, Swaton, Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 38
44 Managing the hair salon	Keystone: "Job Interviews" (ST); Prentice-Hall: "Crossroads: Personal Management and Grooming" (ST); Milady: "Telephone Techniques for the Beauty Salon" (ST)	Milady	Georgia: Units 40 and 40A
45 Preparing for the State Board of Cosmetology Examination			Georgia: Unit 41

TEXTBOOK LIST

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Cosmetology, Vocational-Technical Consortium of States (V-Tecs), 1975.

Barrett, D., The Van Dean Manual. Bronx, NY: Milady, 1976.

Colletti, A. B., The Keystone Guide to Beauty Culture. New York, NY: Keystone Publications, 1970.

Dalton, J., Professional Cosmetologist (2nd ed.). St. Paul, MN: West Publishing Co.

Dalton, J., State Board Exam Review. St. Paul, MN: West Publishing Co.

Milady Staff, Cosmetologist State Board Exam Review. Bronx, NY: Milady, 1975.

Milady Staff, Standard Textbook of Cosmetology. Bronx, NY: Milady, 1981.

Powitt, A. H., Hair Structure and Chemistry Simplified. Bronx, NY: Milady, 1972.

Scott, O. P. et al., Cosmetology. Tarrytown, NY: Prentice-Hall, Inc., 1976.

Swaton, J. N., Jr., Chemistry for Cosmetology Students: A Programmed Text. Bronx, NY: Intron, 1974.

AUDIO-VISUALS

Georgia (VEMC)	Milady
Bergwall Productions, Inc.	Hays
Clairol, Inc.	Keystone Publications
Pivot Point International	

INSTRUCTIONAL UNITS

All instructional units referenced in the Unit Guide section and listed in the Instructional Resource Matrix are State of Georgia developed materials. These units are available from the Vocational Education Materials Center, University of Georgia.

ADDITIONAL INSTRUCTIONAL RESOURCES

Textbooks

Advanced Textbook of Barbering and Men's Hairstyling. Textbook Committee of Barbering, Milady, 1969.

Associated Master Barbers and Beauticians of America, Standardized Textbook of Barbering and Styling. 1973.

Behrman, Howard T., Common Skin Diseases: Diagnosis and Treatment. (3rd ed.).

Bowler, B.R., Charm in the Beauty Salon and Professional Projection. Milady, 1970.

Caronia, M. & Madison, B., How-to-Style Book for Over-Curly Hair. Revlon-Realistic Professional Publications, Inc.

Clairol Professional Encyclopedia of Haircoloring and Haircare. Clairol, Inc. 1969.

Fleck, M.B., Applied Mathematics in Cosmetology. Milady.

Franco & Moore, The World of Cosmetology: A Professional Text. Gregg/McGraw-Hill, 1980.

Franco & Moore, The World of Cosmetology: Instructors Planning Manual. Gregg/McGraw-Hill, 1980.

Franco & Moore, The World of Cosmetology: Student Activities Manual. Gregg/McGraw-Hill, 1980.

Hays, R.V., Advanced Permanent Waves. Hays Hairdressing School.

Hays, R.V., Haircutting and Hairdressing Skills and Designs. Hays Hairdressing School.

Hays, R.V., This Career Called Cosmetology. Hays Hairdressing School, 1971.

Hillier, N.G., Profitable Permanent Waving for Professional Beauticians. Milady.

McDonald, S. & Mottram, M., Preparation for Cosmetology Licensing Examinations. Prentice-Hall, 1980.

Redken, Science and Beauty I & II. Redken Laboratories, Inc.

Tolman, R., Guide to Beauty Charm and Poise. Milady, 1969.

Audio Visuals

AURA by Pivot Point	Sound filmstrips
Bergwall Productions, Inc.	Sound filmstrips
Career Aids, Inc.	Sound filmstrips
Clairol	Slides/tapes
Encyclopedia Britannica Educational Corporation	Super 8 cartridge, optical sound Super 8 cartridge, silent
Jhirmack	Slides/tapes
National Hairdressers and Cosmetologists Assn., Inc.	Fashion releases, slides/tapes
Prentic-Hall Media	Sound filmstrips
Redken	Slides/tapes
Visual Education, Inc. (Division of the Singer Co.)	Sound filmstrips

Individualized Instruction

Oklahoma State Dept. of Vocational and Technical Education	Instructional Units
University of California and Bureau of Vocational Education, California State Department of Education, Cosmetology and the Physically Handicapped: Courses and Objectives	Instructional Contact Guides

Periodicals

American Hairdresser, Service Publications, Inc.

Cosmetics and Toiletries, Allured Publishing Corp.

Modern Salon, Bance Publishing Corp.

National Beauty School Journal, Milady Publishing Co.

Wigs and Hair Today, Cowen Publishing Co.

RESOURCE ADDRESSES

Allured Publishing Corp.
214 W Willow
Wheaton, IL 60187

Associated Master Barbers & Beauticians of America
219 Greenwich Rd.
Charlotte, NC 28211

Bergwall Productions, Inc.
839 Stewart Ave.
Garden City, NY 11530

Bureau of Vocational Education
California State Dept. of Education
Scaramento, CA

Clairol, Inc.
141 N Fifth Street
Saddle Brook, NJ 07662

Cowen Publishing Co.
Santa Ana, CA

Encyclopedia Britannica Education Corp.
425 N Michigan Ave.
Chicago, IL 60611

Gregg Division
McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

Hays Hairdressing School
5855 Beverly
Mission, KS

Intron, Inc.
Box 477
Downey, CA 90241

Jhirmack
P.O. Drawer 4307
Redding, CA 96001

Keystone Publications
New York, NY 10020

Milady Publishing Corp.
3829 White Plains Rd.
Bronx, NY 10467

National Hairdressers & Cosmetologists Assoc., Inc.
Public Relations Dept.
3510 Olive St.
St. Louis, MO 63103

Oklahoma State Department of Vocational & Technical Education
Curriculum & Instructional Materials Center
1515 West Sixth Street
Stillwater, OK 74074

Pivot Point
(Area distributor)
Arnold International
1536 LaVista Rd. NE
Atlanta, GA 30329

Prentice-Hall Media
Service Code XF
150 White Plains Rd.
Tarrytown, NY 10591

Redken Laboratories, Inc.
Van Nuys, CA 91411

Revlon-Realistic
Professional Publications, Inc.
Cincinnati, OH 45223

University of California
Division of Vocational Education
Los Angeles, CA

University of Georgia
Vocational Education Materials Center
Green Street
Athens, GA 30602

Vance Publishing Corp.
300 W Adams St.
Chicago, IL 60606

SECTION VII

STUDENT RECORDS

STUDENT RECORDS

This section contains three forms, the Individual Progress Report Chart, the Group Progress Chart and the Student Competency Record. The use of these charts is described below.

INDIVIDUAL PROGRESS REPORT. One copy should be kept in each student's confidential file and updated as tasks are completed. Grades should be assigned upon task completion and then averaged for grade reporting. Difficulty, excessive amounts of time, etc. should be noted on this form and should be discussed with the student.

GROUP PROGRESS CHART. This chart reflects task completion only and can be displayed in the classroom or lab area. Due to confidentiality of records, a grade must not be recorded. The instructor should maintain a copy of this record and update it daily.

STUDENT COMPETENCY RECORD. This record provides a listing of all tasks or units in the program, a space is designated for the student's name, program identification D.O.T. number and job title and a check off column to initial and date competency completion. The D.O.T. number and job title should be filled in when the student leaves the program for any reason. The information will indicate his/her qualifications for a job. This information will be especially useful to early leavers who have not completed the total program. A list of tasks is provided for each exit point on page VII-4. In addition a Task Listing/D.O.T. Code Cross Reference Table in Section III contains information that identifies the tasks for each job title.

The following is a list of tasks which will enable a student to meet the requirements for the identified occupation.

Wig Stylist	Shampoo Technician	Esthetician	Dispensary Clerk
01	01	01	01
02	02	02	02
03	09	09	09
04	10	36	
05	12	37	
06	14	38	
07	26		
08	29		
09			
13			
26			
27			
28			
30			
31			
33			
34			
40			

Receptionist 237.367-038	Cosmetologist 332.271-010
01	01 - 46
02	
09	

Manicurist

01 - 46

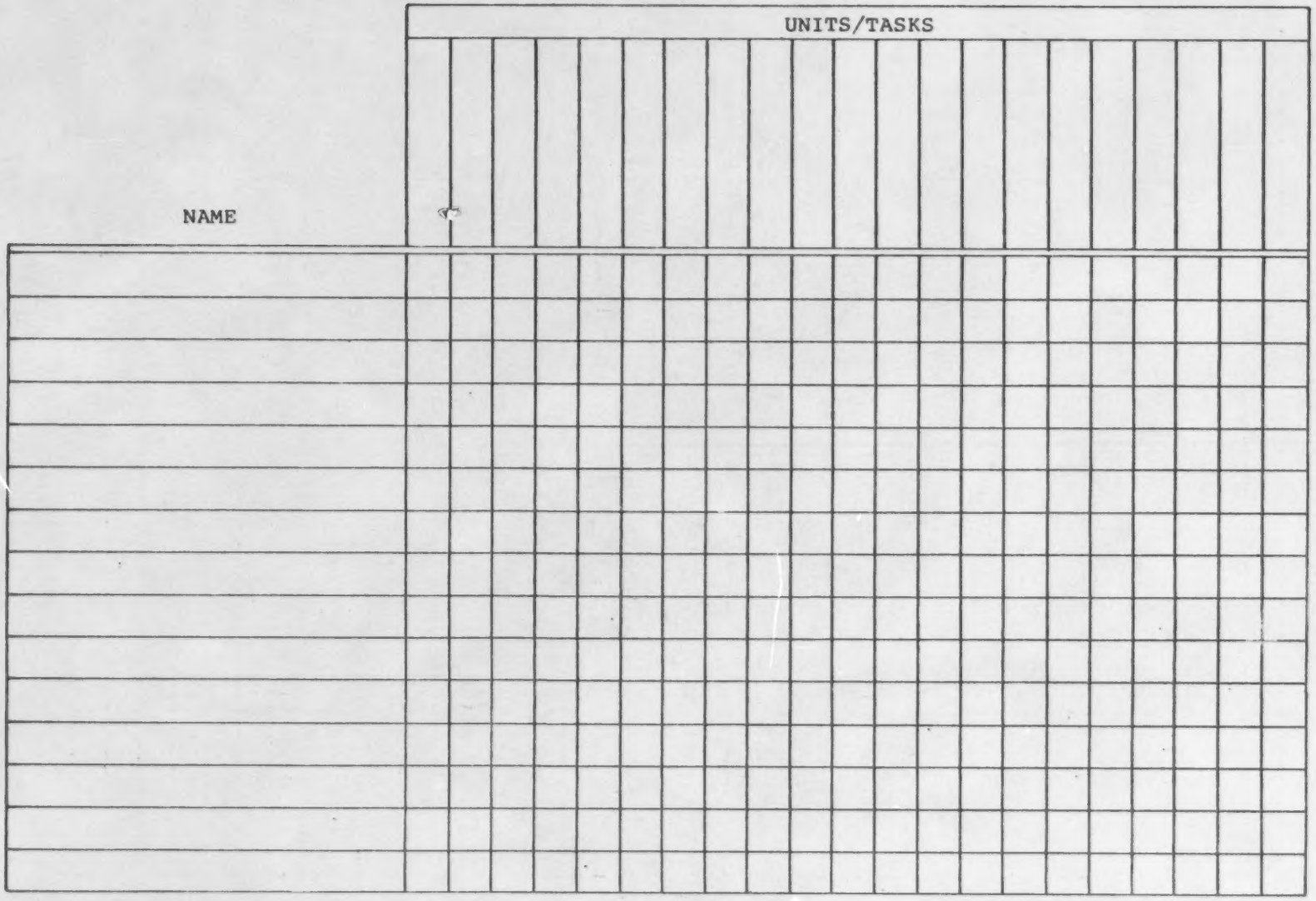
INDIVIDUAL PROGRESS REPORT

NAME _____

PROGRAM/ CLUSTER _____ AREA _____

TASK/ UNIT NO.	UNIT TITLE	DATE STARTED	DATE COMP.	EST. TIME	GRADE

GROUP PROGRESS CHART



VII-6

RECORD OF DEMONSTRATED JOB COMPETENCIES

STUDENT NAME _____ PROGRAM _____

DICTIONARY OF OCCUPATIONAL TITLES JOB CLASSIFICATION: D.O.T. No. _____

JOB TITLE _____

Unit No.	Competency Demonstrated	Initial Date	Unit No.	Competency Demonstrated	Initial Date
	Demonstrating Employability Skills in Cosmetology			Coloring Hair	
01	Becoming Oriented to the Field of Cosmetology		29	Selecting Colors for a Patron's Hair	
02	Developing Working Relationships		25	Applying Temporary Hair Coloring	
			26	Applying Semi-Permanent Hair Color	
	Sanitizing Equipment		27	Applying Permanent Hair Colors	
09	Performing Sanitation and Sterilization		30	Applying Hair Lighteners to Virgin Hair	
			31	Retouching Prelightened Hair	
	Styling Hair		32	Frosting, Streaking and Tipping	
05	Setting Pin Curls to Achieve Desired Style		34	Detecting and Correcting Problems Relating to Hair Coloring	
06	Selecting Basic Roller Patterns		28	Administering a Predisposition and Metallic Salts Test	
07	Setting Roller Curls		33	Creating Special Effects with Hair Coloring	
12	Styling Hair (basic)				
03	Making Clockwise and Counter-Clockwise Shapings			Facials	
04	Finger Waving		38	Tinting Lashes and Brows	
16	Creating Ridge Curls and Skip Waves		35	Giving Facials	
11	Shampooing a Patron's Hair and Applying Hair Rinses		37	Applying Facial Make-Up	
08	Waving and Curling Hair with Curling Irons and Blow Dryers		36	Arching Eyebrows	
24	Pressing Overly-Curly Hair			Cleaning and Styling Wigs and Hair Pieces	
19	Styling Hair (advanced)		39	Cleaning and Styling Wigs	
	Cutting Hair			Removing Unwanted Hair	
17	Giving a Basic Scissors Cut		40	Removing Unwanted Hair	
18	Giving a Precision Hair Cut				
				Using Electricity in Cosmetology	
	Manicuring		42	Using Electricity in Cosmetology	
15	Manicuring and Pedicuring Nails				
				Applying Basic Chemistry, Anatomy and Physiology Concepts	
	Treating Hair, Skin and Scalp Disorders		41	Applying Anatomy and Physiology Concepts	
14	Identifying the Parts and Functions of the Skin and Scalp and Recognizing the Disorders		43	Applying Basic Chemistry Concepts	
10	Identifying the Functions, Characteristics and Composition of Hair			Managing the Hair Salon	
			44	Managing the Hair Salon	
13	Conditioning Damaged Hair and Giving Scalp Treatments				
				Preparing for the State Board of Cosmetology Examination	
	Chemical Relaxing and Permanent Waves		45	Preparing for the State Board of Cosmetology Exam	
20	Determining Porosity of Hair				
23	Relaxing Hair with Chemicals				
21	Giving a Permanent Wave				
22	Giving Special Purpose Permanent Waves				

This is to certify that the student has demonstrated proficiency in the performance of the tasks and/or competencies indicated on the previous page. These tasks and/or competencies have been determined to be the skills and knowledge that are necessary for entry level employment into the job classification indicated.

Date_____ Instructor_____

School_____

SECTION VIII

SPECIAL NEEDS STUDENT

WORKING WITH SPECIAL NEEDS STUDENTS

Introduction

Special needs students are those who are designated as handicapped and/or disadvantaged. The 1976 vocational education amendment defines handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In Title II of the 1976 education amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

Federal legislation requires that these special people be given an opportunity to function in a regular classroom. This section provides information on how special needs students are identified and how they can be mainstreamed into regular educational environments.

Figure One presents a model depicting various activities of the process in identifying and mainstreaming special needs students. These activities are conducted at three levels: the system level, the school level and the classroom level. All three levels must work together if implementation of the process is to be effective.

Identification Of The Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the

SPECIAL NEEDS MAINSTREAMING MODEL

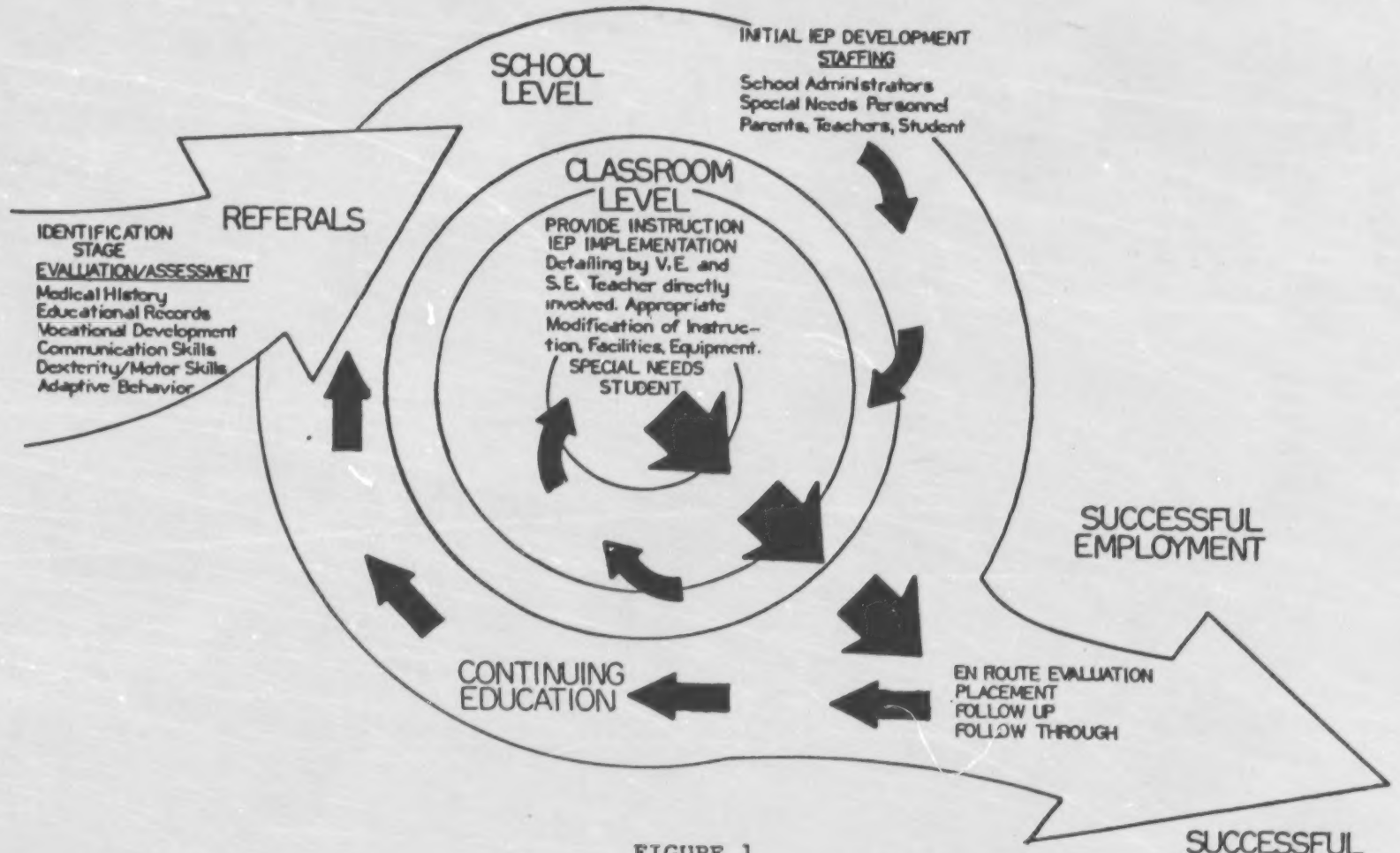


FIGURE 1

system level. This evaluation process consists of collecting and assessing the following data for each student:

-Medical History
-Educational Records
-Vocational Development
-Communication Skills
-Dexterity/Motor Skills
-Adaptive Behavior

When this procedure has been completed, the system personnel refers the student to the appropriate school level personnel.

Development of the Plan

At the school level, an Individual Education Plan (IEP) is developed for each special needs student. An IEP is a written plan which describes the educational objectives, both long and short term, and the support services for a special needs student. The plan is developed by the school administration, special education personnel, teacher(s) directly involved with the student and the parent(s). In some cases, the student may help with the development.

Implementing the I.E.P.

The actual implementing of the I.E.P. begins at the classroom level. The purpose of the teacher dealing with the special needs student is to help the student set realistic goals, identify the barriers which make it difficult for the student to learn and adapt the curriculum and/or facilities with reference to the I.E.P. so the student can learn while overcoming personal barriers.

Special needs students have problems which hinder their learning. Therefore, a teacher's job becomes more complicated than when teaching "regular" students. Handicapped students may have a variety of problems - mental, physical and/or emotional.

Academically disadvantaged students may exhibit language deficiencies, reading and writing deficiencies, computational deficiencies and general educational deficiencies. Economically disadvantaged students may possess an inability to concentrate because their primary needs - food, shelter, clothing - are not adequately met due to lack of money.

By considering these problems, teachers can modify existing programs to accommodate the needs of special needs learners. Some suggestions which may prove beneficial in modifying an existing curriculum are listed below:

-Prepare instructional materials in greater detail and assign work in shorter units.

-Provide more frequent evaluation of student's progress and provide opportunities for remedial work.

-Be aware of the student's limited vocabulary.

-Be aware of the student's inability to understand abstractions and generalizations and prepare materials accordingly.

-Keep the student aware of his or her progress and make the student feel he or she can succeed.

-Use real teaching aids, live work and practical experiences whenever possible.

-Choose reading material which is at the student's level, interest and experience.

-Use constructive criticism only.

-Use peer instruction whenever possible.

-Allow the student to advance at his or her own pace.

-Use the part-to-whole learning concept in adapting materials.

Materials Which Can Be Used to Teach Disadvantaged

In Georgia an effective set of materials has been developed to be used with a program to help disadvantaged students adjust

to life and work situations. This program is called CVAE or Coordinated Vocational Academic Education. The CVAE program is organized with a coordinator who is responsible for the type of instruction the students receive, and a team of teachers assigned to the coordinator who work cooperatively to help the disadvantaged students learn to enjoy school and become more successful students. CVAE materials include visuals in the form of synchronized slide/tape presentations. These units are designed to help the disadvantaged student become more successful in school, learn good work habits, become an aware consumer, and develop a better self-image and appearance. (Although designed especially for disadvantaged students, CVAE may also be used in regular classroom situations). The vocational education teacher should work with the CVAE coordinator to design a program of study for the disadvantaged students in areas in which the student needs help.

In some cases, facilities, must be modified for handicapped special needs students. In general, as long as the classroom/shop meets federal guidelines for barrier free design, extensive facility changes need not be made. For visually impaired students, for example, let the student locate in the classroom where he or she can see best even to the point of moving the desk or work station as a portable unit. In the case of orthopedically handicapped, some changes may have to be made to shop machinery to allow the student to use it. This may involve more convenient controls or special seating where the student would normally stand. In making these changes, special education expertise would be helpful.

Evaluation

Evaluation of the student's program should consist of:

- -En-route evaluation (formative) to monitor the student's progress through the program.
- -Summative evaluation upon completion of the program to determine job readiness.
- -Follow-up after placement to determine if the student is successful on the job.
- -Follow-through activities designed to identify any further training needed, which is indicated by the follow-up procedure.

Working with special needs students is much more demanding of the system, the school and the classroom teacher. However, with their patience and understanding, special needs students can not only succeed, but in many cases excell.

RESOURCES

To aid the teacher in modifying materials for special needs categories, the following references are listed by category. These are suggested references only as a world of materials exist on this subject.

Mentally Retarded

A Curriculum Guide for Teachers of Educable Mentally Retarded. Danville, Ill.: The Interstate Printers and Publishing Co., Inc.

High, Elizabeth C., and Moyers, Kathy L. Training Manual: Developing Pre-Vocational/Vocational Skills in Developmentally Disabled Persons. Washington, D.C.: Job Development Laboratory, George Washington University, 1976.

Kolstoe, Oliver P. Teaching Educable Mentally Retarded Children. Holt, Rinehart and Winston, 1976.

Mulligan, Robert E.; Gavin, Donald and Conaley, James. Comprehensive Career Education Curriculum Guide for the Trainable. New Brunswick, N.J.: Rutgers Vocational-Technical Curriculum Laboratory, 1977.

Introduction to Vocations for Educable Mentally Retarded. New Jersey: New Jersey Department of Education.

State of Ohio Curriculum Guide for Moderately Retarded Learners. Columbus, Ohio: Ohio Department of Education, 1977.

Tucker, Mark M. Learning through Curriculum Modification; A Blueprint to Teaching the Mentally Retarded. Johnstown, PA.: Mafex Associates, Inc., 1976.

Watson, Marjorie. Mainstreaming the Educable Mentally Retarded. Washington, D.C., NEA, 1975.

Hearing Impaired

Alvin, Howard P. The Evolution of an Evaluation Design for Evaluating Secondary Programs for the Deaf in Vocational Occupational-Technical Education (VOTE) Programs. ERIC - ED 123-241.

Guidelines: Educational Planning for the Hearing Handicapped. North Carolina Public Schools. Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, N.C., 1977.

Munson, Harold L.; Eglston, Judy Cobb and Phillips, Gordon B. Career Education for Deaf Students: An Inservice Leader's Guide. University of Rochester, College of Education, Center for the Study of Helping Services, Rochester, N.Y. 1975.

Nix, Gary W. Mainstreaming Education for Hearing Impaired Children and Youth. Grune and Stratton, 1976.

Orthopedically and Other Health

A Model Plan for a Cooperative Vocational Rehabilitation Program. Office of Human Development, Rehabilitation Services and Administration. Department of Health, Education and Welfare, Washington, D.C.

Mallix, Kalisanker and Mueller, Jim. Vocational Aids and Enhanced Productivity of the Severely Disabled. The George Washington University Rehabilitation Research and Training Center, Washington, D.C. 1975.

McCarthy, Henry and Smart, Landon. Recommendations for Enhancing Employment Prospects of Handicapped Individuals. Comps. Human Resources Center, Albertson, L. I., 1978.

Duncan, John, et al. Environmental Modifications for the Visually Impaired: A Handbook. Visual Impairment and Blindness, December 1977, p. 442-455.

Disadvantaged

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Division of Vocational Education, Virginia Polytechnic Institute and State University, Blackburg, VA.

A Handbook for Developing Programs and Services for Disadvantaged Students. Department of Vocational Education Studies, College of Education, Southern Illinois, University of Carbondale, Carbondale, Ill. 62901

By Program

Adaption of Home Economics Curricula for Special Needs. North Dakota Research Coordination Unit, State Board for Vocational Education, State Office Building, Bismarck, ND.

Auto Body: An Adaptive and Developmental Program for Special Needs Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Floriculture Board of Cooperative Educational Services of Nassaw County, Division of Occupational Education, Division of Special Education, Westburg, NY 1975.

Grubb, Francine. Basic Business - A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Vocational Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Troutman, Carol M. Introduction to Office Occupations. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1974.

Working with the Handicapped in the Vocational Home Economics Classroom. Division of Vocational Education, State of Ohio, Columbus, Ohio.

Coordinated Vocational Education and Training (C.V.E.T.) manuals for disadvantaged, available from: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

-CVET Construction 3100219 Teacher's Guide
3100209 Student

-CVET General Mechanics 3100239 Teacher's Guide
3100229 Student

General Special Needs

A Handbook for Modifying Vocational Curricula for Handicapped Students. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, May 1980.

Bottoms, J.E. and Scott, C.P. Supportive services for special student groups. In J.E. Wall (ed.), Vocational Education for Special Groups. Sixth Yearbook, Washington, D.C.: American Vocational Association, 1976.

Gill, Douglas H. and Scott, C. Paul. A practical model for mainstreaming handicapped learners in vocational education. The Journal for Vocational Special Needs Education, Vol. 1, No. 3, April, 1979, pp. 3-7.

Gugerty, J., et al. Tools, Equipment and Machinery Adapted for the Vocational Educator and Employment of the Handicapped. Project #498749006, Wisconsin Vocational Studies Center, Madison, Wisconsin, January 1981.

Hull, Marc E., Berry, Owen J. and Clark, Donald L. Procedures for Teaching Vocational Concepts to Students with Special Needs. Texas A & M University, Final Report Project 62350274, June 1976.

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary level, Douglas H. Gill, Project Coordinator, Vocational Programs for the Handicapped, Georgia Southern College, Statesboro, Georgia.

Vocational Educational Resource Materials, A Bibliography of Materials for Handicapped and Special Education. Third edition, 1978. Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

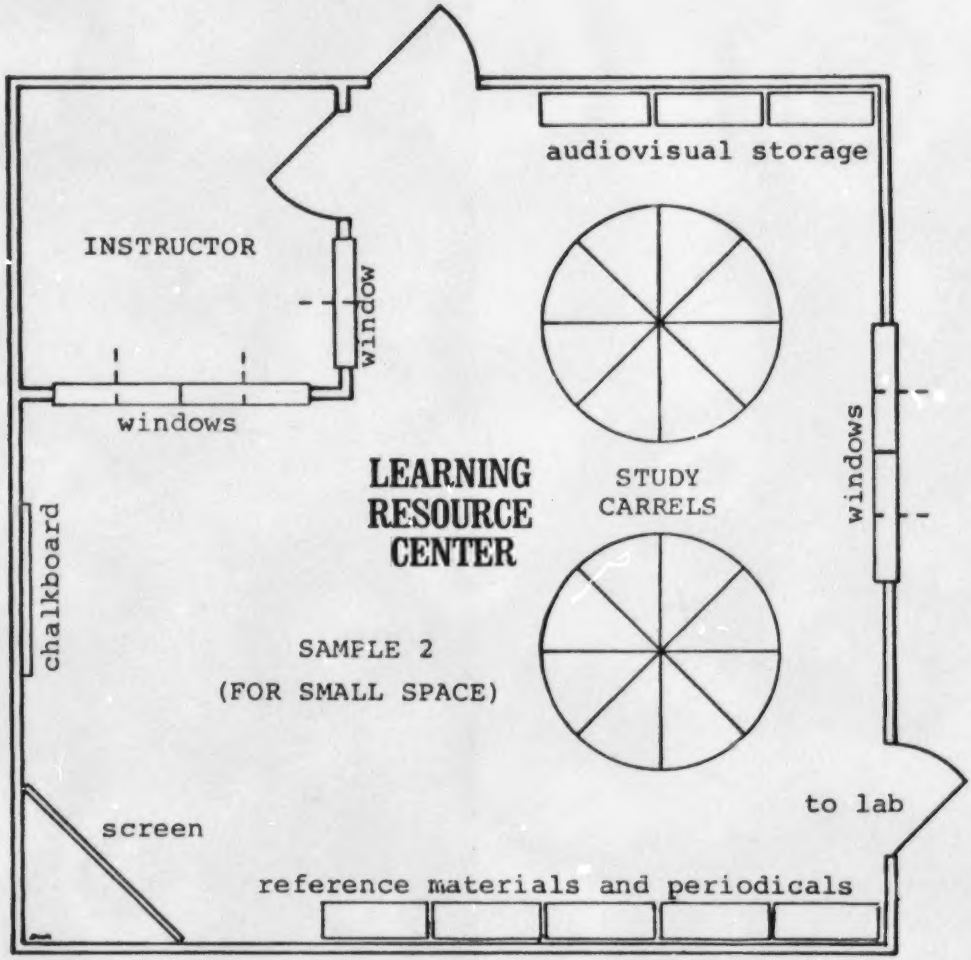
SECTION IX

FACILITY LAYOUT

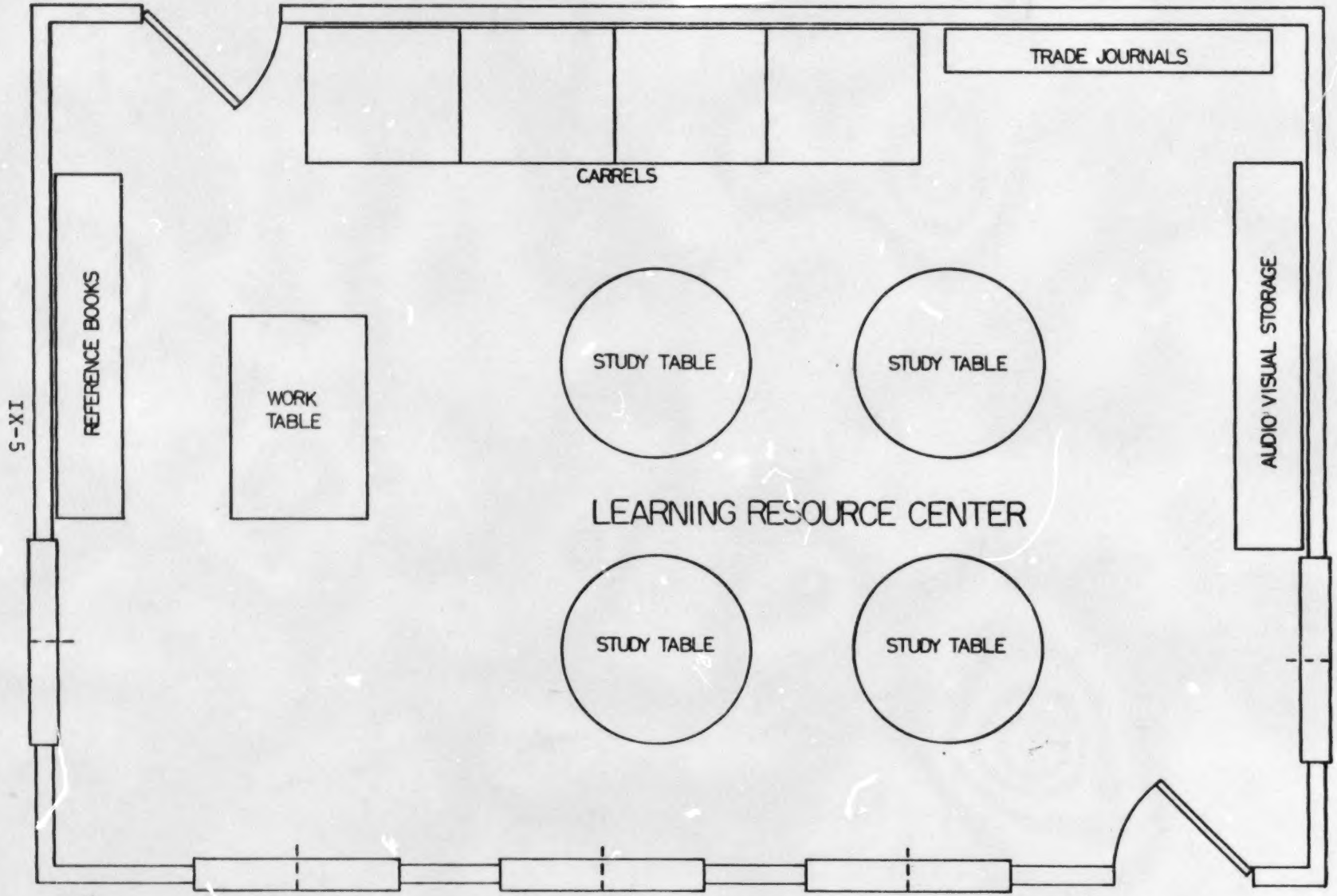
Facility Layout

The facility layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. Two facility layouts and three resource center arrangements are presented. Ultimately, however, the instructor must determine an arrangement that best fits the needs of the students and the instructional method being used.

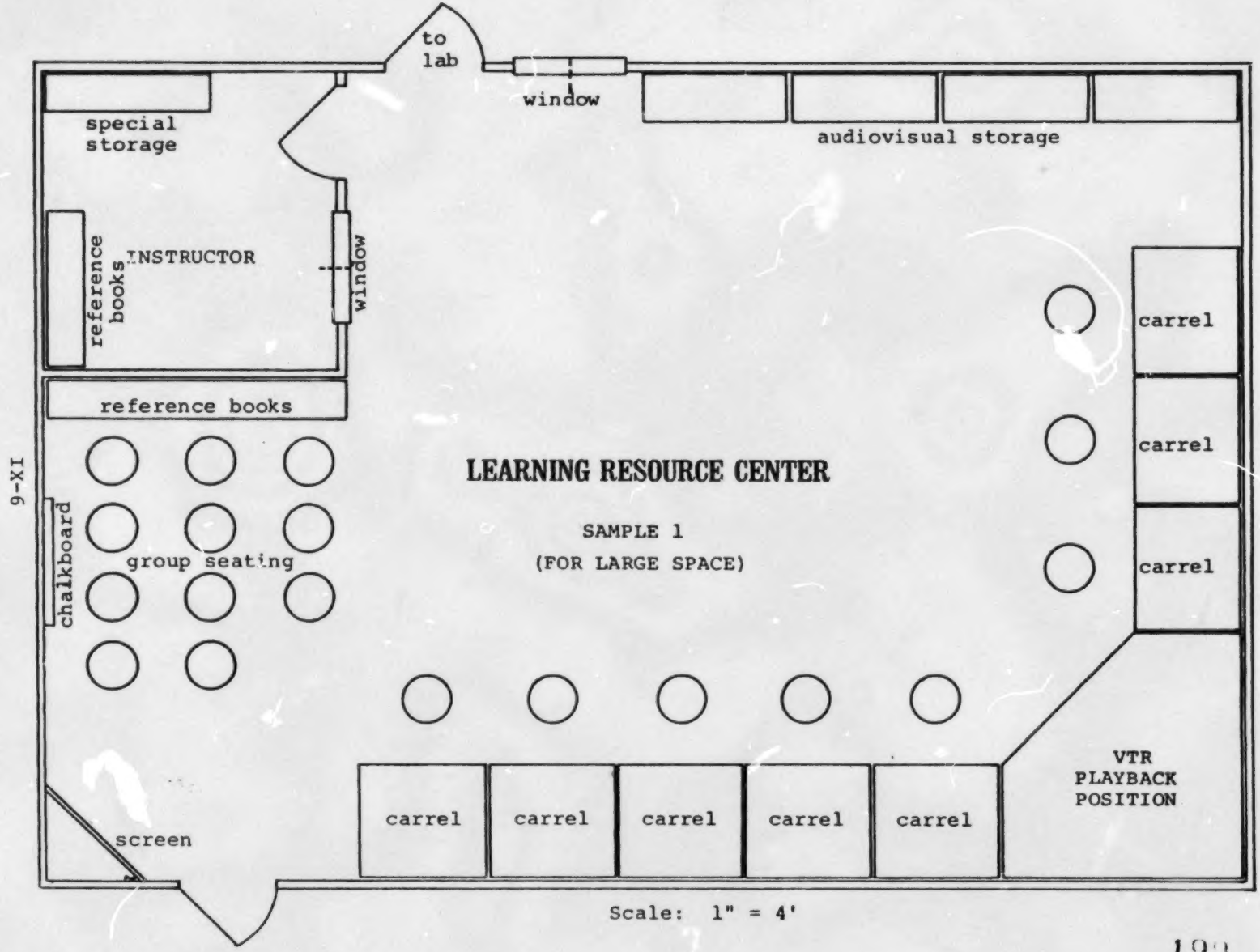
The laboratory facility layouts are taken from two successful cosmetology programs in Georgia. Either facility is easily adaptable to a variety of arrangements that will best fit local needs. These layouts may be especially useful in those schools where classroom renovation or construction is being planned.


audiovisual storage
INSTRUCTOR
window
windows
LEARNING
RESOURCE
CENTER
STUDY
CARRELS
windows
chalkboard
SAMPLE 2
(FOR SMALL SPACE)
to lab
screen
reference materials and periodicals

Scale: 1" = 4'


TRADE JOURNALS
CARRELS
REFERENCE BOOKS
WORK TABLE
STUDY TABLE
STUDY TABLE
AUDIO VISUAL STORAGE
LEARNING RESOURCE CENTER
STUDY TABLE
STUDY TABLE

IX-5



9-XI

Scale: 1" = 4'

199

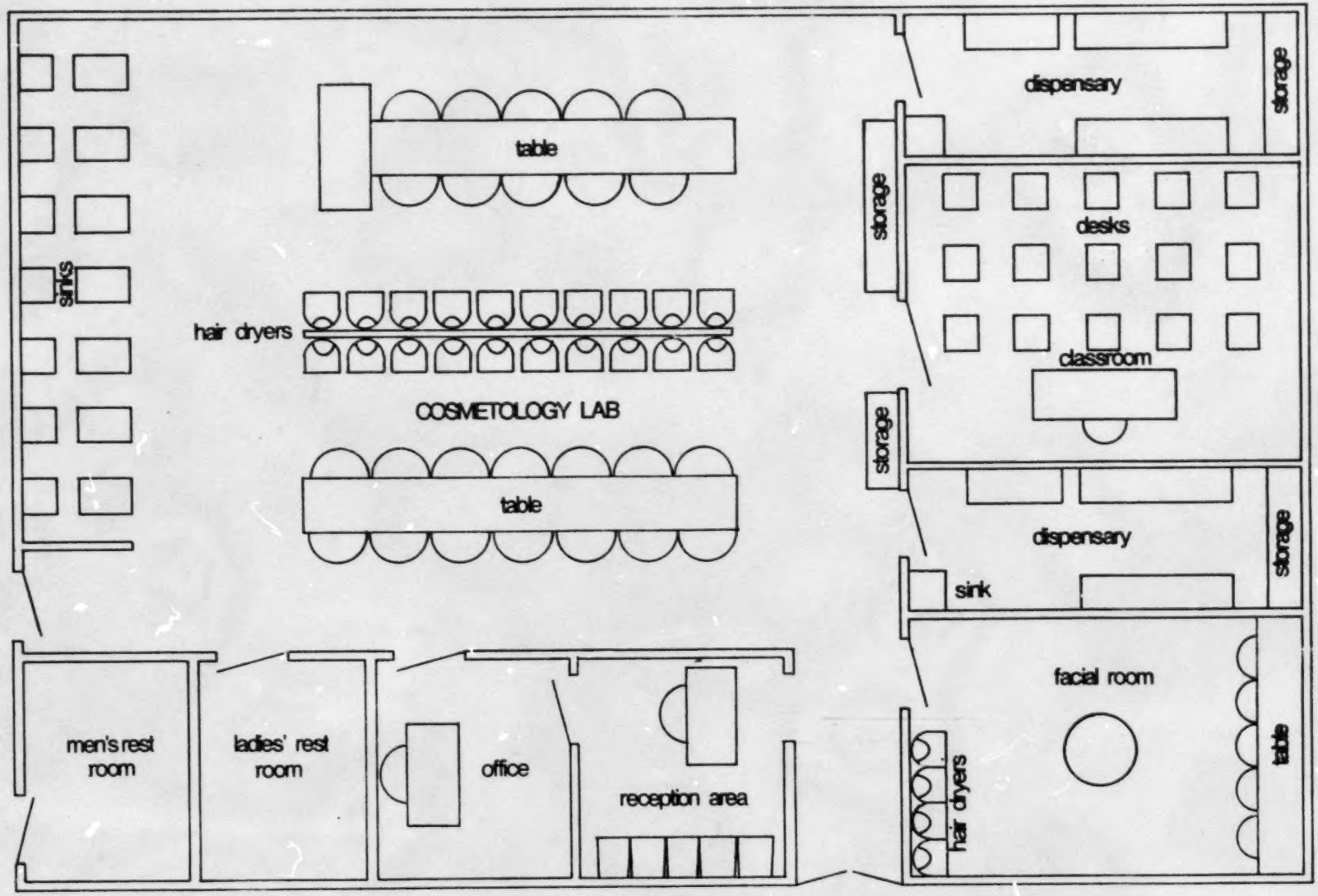
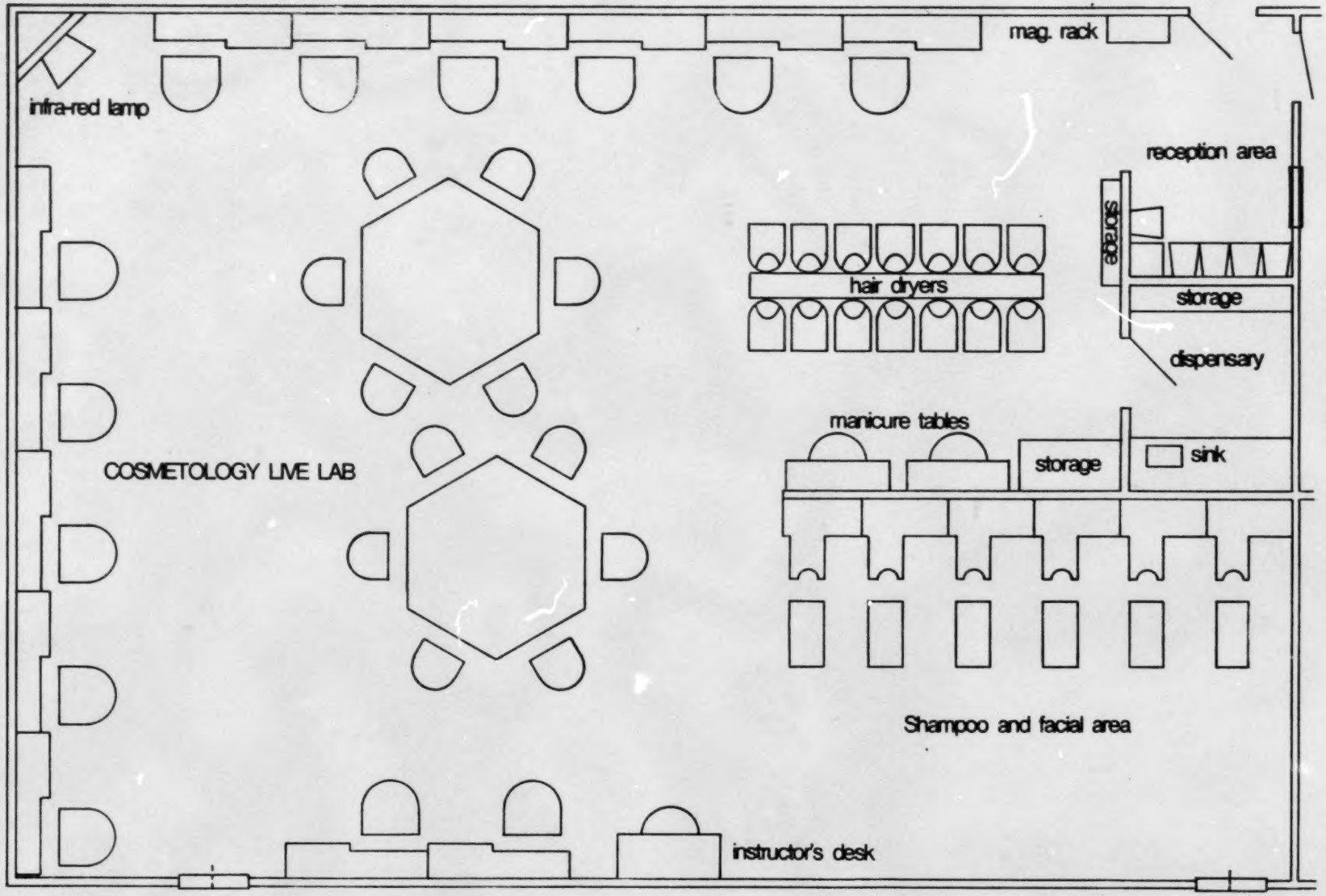


table
sinks
hair dryers
COSMETOLOGY LAB
table
men's rest room
ladies' rest room
office
reception area
dispensary
storage
storage
desks
classroom
storage
dispensary
storage
sink
facial room
table
hair dryers

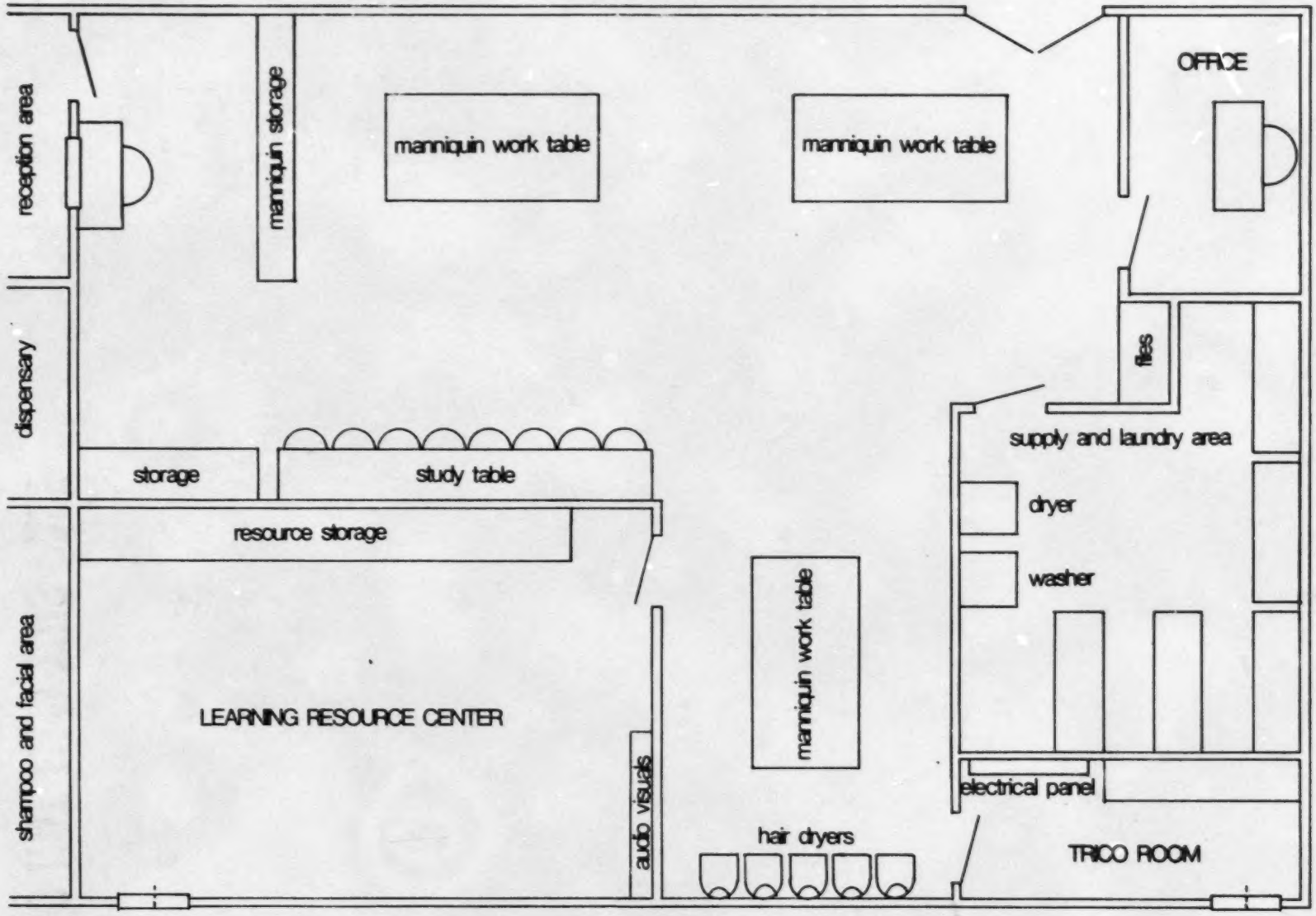
IX-7

200

201


mag. rack
infra-red lamp
reception area
storage
hair dryers
storage
dispensary
manicure tables
storage
sink
COSMETOLOGY LIVE LAB
Shampoo and facial area
instructor's desk

IX-8


reception area
manniquin storage
manniquin work table
manniquin work table
OFFICE
files
dispensary
supply and laundry area
storage
study table
dryer
resource storage
washer
manniquin work table
shampoo and facial area
LEARNING RESOURCE CENTER
audio visuals
electrical panel
hair dryers
TRICO ROOM

6-XI

SECTION X

DEFINITION OF TERMS

DEFINITION OF TERMS

1. AV's-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization, and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed, comprising related tasks.

10. Exit Point - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing for a student to progress at their fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U. S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes their occupational objective.

22. Performance Guide - A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also called "teaching steps."

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

b. Performarce - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified.

24. Performance Test - A test entailing not only the ability to answer questions, but measuring the students' ability to operate, manipulate, or perform a given task as well.

25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.

26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.

27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which the student can meaningfully learn.

28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from the simple to complex within groupings or blocks.

29. Software - Written or printed materials, slides, filmstrips, tapes, etc.

30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures or job sheets, etc.

31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

33. Unit - One "module" training materials; generally covering one learning task and programmed on one Unit Sheet. May cover more than one lesson.

34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V-TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data, organized by a job structure or career ladder within a domain of interest.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.